

*The National*

# PARENT-TEACHER

FORMERLY CHILD WELFARE

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## Magazine

AUTHORITATIVE INFORMATION  
ON THE REARING AND EDUCATION  
OF CHILDREN



October 1936

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Month of June School Year 1936-1937  
A-Excellent B-Good C-Poor D-Unsafeactory

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NATIONAL CONGRESS OF PARENTS AND TEACHERS



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# CONCERNING CONTRIBUTORS

THE author of "Let's Face the Problem of Cheating," ERNEST R. GROVES, is well known to our readers through the many articles which he has written for this magazine. The last one which we published appeared in the September, 1935, issue. Dr. Groves is Professor of Sociology at the University of North Carolina, where he has done a great deal of work with the Institute for Research in Social Science. He is the author of numerous magazine articles and of a number of books on marriage and family relationships. His article in this issue of the NATIONAL PARENT-TEACHER MAGAZINE is published as the supplementary article for use with the Parent-Teacher Program on "Honesty" and will be of great interest to many parents and teachers as well as helpful to them in solving this serious problem.

For several years GERTRUDE LAWS has been in the Bureau of Parent Education of the California State Department of Education and a member of the Advisory Board of the California Congress of Parents and Teachers. She is on the Advisory Council of the National Congress of Parents and Teachers. Dr. Laws graduated from Stanford University in 1921, with an A.B. degree; later she earned her M.A. and Ph.D. degrees at Teachers College, Columbia University. She has had long teaching experience, beginning as a teacher in rural schools in Oklahoma in 1902. Her article in this issue of the magazine, "Children and Community Responsibility," is the second article in the Parent Education Study Course, "The Family and the Community."

It is from the point of view of both teacher and parent that CHRISTINE K. SIMMONS has written "Declarations of Independence." For years she has been an active worker in parent-teacher groups. She took her M.A. degree at the University of Chicago and her Ph.D. at New York University.

She has taught in all fields and levels of school work and at present is associate head of the Education Department at the State Normal School in Fredonia, New York. For a year she acted as consultant for the Children's Village in their child guidance work. Recently she has been writing stories

of Music at the University of Wisconsin. Her article in this issue of the magazine makes use of material which she has demonstrated before many study groups of parent-teacher associations.



Orville C. Pratt

for children. We know you will enjoy her "Declarations of Independence."

During the last six years many mothers in Columbus, Ohio, have profited from the advice given by MADELON WILLMAN JACKSON in the classes which she has conducted for mothers and teachers of preschool children. We are glad to be able to pass on to our readers, in "Music Adventures with the Preschool Child," some of Mrs. Jackson's excellent helps. Mrs. Jackson has been a supervisor of music and was an instructor in the Department

Both the home and the school can do much toward eliminating the causes of stuttering and thereby preventing or curing this speech defect which causes so much unhappiness. No one is better equipped to write on this subject than SMILEY BLANTON, M.D., and MARY LOUISE ZERLER, the authors of "Helping the Child Who Stutters." Dr. Blanton is Assistant Professor of Clinical Psychiatry at Cornell University Medical College, New York; past-president of the American Speech Correction Society; co-author with Margaret Gray Blanton of *Speech Training for Children, Child Guidance*, and a new book called *For Stutterers*. Mary Louise Zerler has dealt with the problem from the point of view of the teacher. She is now Director of Speech Correction for the Yonkers, New York, public schools.

Our editorial on "Our Public Schools" comes from ORVILLE C. PRATT, the newly-elected president of the National Education Association. Since 1916 he has been superintendent of schools in Spokane. His school experience started long ago when, during his high school course, he acted as janitor of the high school building, walking six miles and arriving in time to build fires in stoves throughout the building and have it warm enough for school at eight o'clock. A graduate of DePauw University, he took post-graduate work at Indiana University, the University of Chicago and Columbia University. He grew up in Indiana

and his first position as a teacher was at Danville, Indiana, where for two years he both taught classes and served as principal of the high school. Since that time, he has taught education in many of our leading colleges, normal schools, and universities.

## If You Are Interested In . . .

- The Preschool Child, see pages 12, 14.**
- The Grade School Child, see pages 6, 10, 14, 18, 22.**
- The High School Boy and Girl, see pages 6, 10, 11, 18, 21, 22.**
- Children of All Ages, see pages 8, 16, 47.**
- Home and School Material, see pages 6, 14, 18, 22.**
- P.T.A. Problems, see pages 5, 6, 8, 18, 34, 36, 37, 38, 42, 43, 44.**

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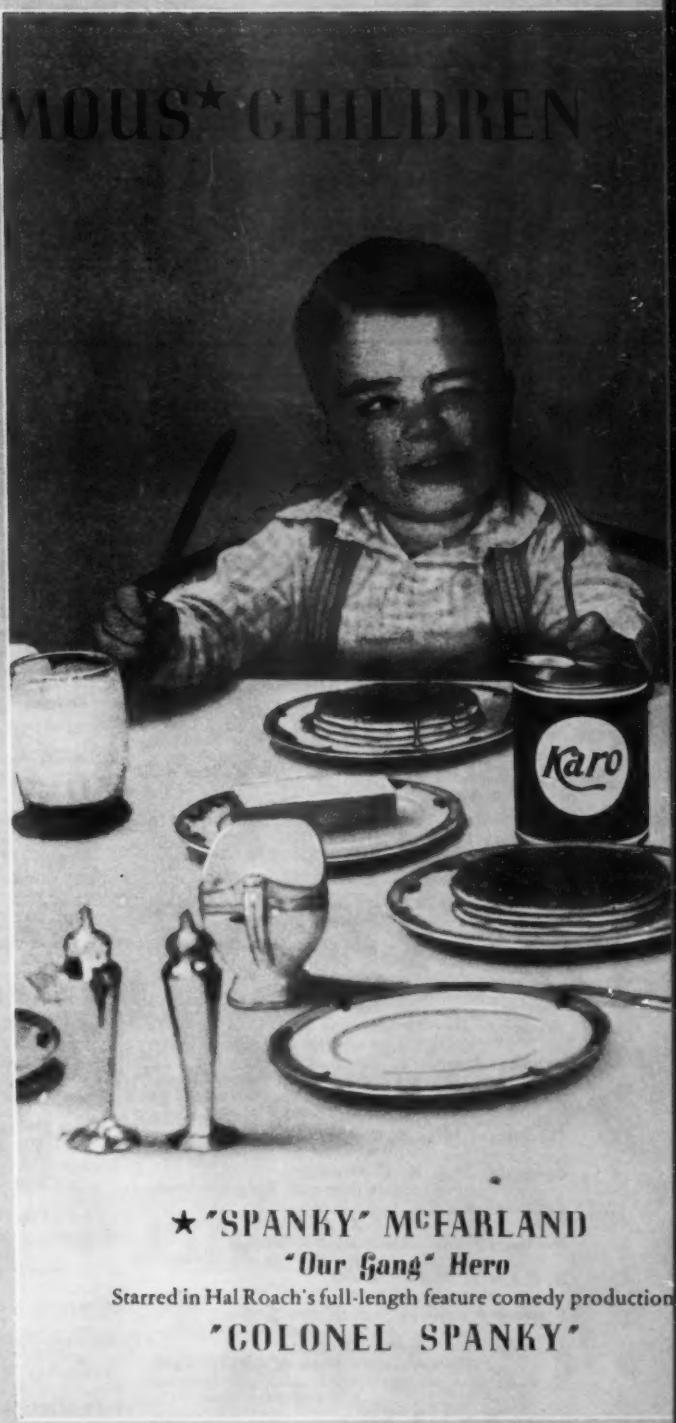
## SAY MOTHERS OF FAMOUS\* CHILDREN



Other Intelligent Mothers will be grateful for the advice of Mrs. Virginia P. McFarland, mother of "Spanky," famous Star of the Hal Roach "Our Gang" Comedies.

MAKING pictures is an exacting art. That is why studio officials insist on their many actors keeping regular hours. They know that this regularity will help them to maintain the energy needed for their work. On the lot, 'Spanky' is often called upon to do certain scenes over. However, he rarely becomes tired or irksome for, besides regular sleep, 'Spanky' is fed the proper kind of foods that provide energy. I make it a practice to see that his diet includes energy foods such as Karo Syrup. I serve Karo to him in many ways—on sliced bread, waffles, pancakes, etc.,—and 'Spanky' likes them all. In fact, whenever he has Karo served with his meals, he tells me afterwards:—"Gee, Mom, that tasted swell!" Mothers everywhere can reinforce their children's energy with Karo Syrup. I, for one, am thankful to the makers of Karo for having such an excellent food. It provides the energy 'Spanky' needs. "

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# The President's Message



## Life's October

**T**HIS is written for those over forty when, Mr. Pitkin says, life begins, or for those who will some day be forty.

We all love autumn with its gorgeous color, with its tangy air and its housed harvests, although most of us end our raptures with, "Well, it's the last pleasure and beauty of the year; winter will soon be upon us."

But why do we dread winter, now that we live in rooms overwarm with automatically controlled oil or gas furnaces or with big base burners and air-tight stoves; ride in heated motor cars, buses, and trains; and dress healthfully in summer dresses except when we go outside? The rich have no trouble in getting strawberries from January to June, while lettuce, the old-fashioned harbinger of spring, is in most markets the year around. Winter has lost its rigor for the mass of people.

Life's autumn, too, has reached an entirely different status. (It had, even before Mr. Pitkin's book with its pithy title.) When my grandmother was forty she took to wearing caps—black lace for everyday and white for best. She was severely serene, as was expected of her, and went out only when she was invited, for the most part. My mother at forty took an active part in community life, as befitting a minister's wife, but with great dignity, always wearing black and white, with velvet pansies on her bonnet to show that she was not in mourning; the atmosphere of autumn, however, clung closely about herself and her customs. At fifty my father was presented by his loving parishioners with a gold-headed cane and a Sleepy Hollow chair, as a mandate, I thought, to take life easily from then on and to use the beautiful cane to keep from tottering. And now, in life's autumn, we are so busy keeping up with the world, the community, and, most of all, with our own progressive children, that there is no time for wintry dreads.

After forty, every year grows more interesting because mature eyes see things as never before; if youth thinks derisively that maturity brings lethargy it may be that it simply refuses to become hysterical over attempted reforms which have been tried and discarded. Aged ones do not lie awake all night worrying and wondering why youth always tries new things, because they know that, mixed with foolish effort and strange words, are vitality and vigorous thought that will soon become seasoned and rich.

We are often told that if we want to stay young, we must keep interested in public affairs, read the paper, and listen to the radio. And, I ask you, who wants to stay young? Why not grow into a creditable maturity keeping our interest in public affairs and all other things because we enjoy them for themselves?

We urge upon children the desirability of acting in an adult manner; why not encourage those over forty to look forward to a constantly enriched adult life? Why not enjoy life's October for its precious beauty and brilliance as we do nature's October with no foreboding and with real anticipation?

President,  
National Congress of Parents and Teachers.



## LET'S FACE THE PROBLEM OF CHEATING

**ERNEST R. GROVES**  
*Discusses the Underlying Causes for This Situation and Suggests What Parents and Teachers Can Do to Correct It*

**N**o one familiar with conventional education conditions in the United States can honestly deny that cheating among school children is a large, difficult, and depressing problem. This dishonesty is certainly not confined to children of the grades. Indeed, some would insist that it is found most among high school pupils.

In one form or another it also is prevalent in colleges. Some years ago the chairman of the entrance committee of one of our best known colleges said at a meeting of high school teachers: "What we want is not that you give your pupils some set and standardized preparation for college but that you send them to us honest. Nearly all the students that come to us have the habit of cheating when they enter the freshman class and most of them do honest work by the

time they graduate." Although this was an exaggeration, it did express what seems to be the general trend in colleges. Many of the students cheat when they start their work; most of them do not by their senior year. Undoubtedly one of the common problems of first-year adjustment that troubles the freshman is getting rid of dishonest practices and learning to do genuine work. Naturally he finds such a change difficult and often attempts to find some way of continuing the cheating habit established during his high school career.

Nothing could be clearer than that an education obtained by cheating is a fictitious achievement. For example, if it were possible for a man to go through the medical school without honestly doing his work and to pass in the same way his examination to



PHOTOGRAPH BY DORIS DAY

**The playground, as well as the school, is often the scene of cheating. The first thing is to face the problem frankly and attempt to deal with it**

practice medicine, he would have the legal right to carry on the work of the doctor but his ignorance would make what he did a malpractice. The uselessness of education dishonestly obtained is not so obvious in many fields as it is in medicine, but this failure to see the truth does not alter the fact. It is not merely that the diploma obtained by cheating is something that has been obtained by fraud; it is also a deception. It means to the person who receives it and to others who know about it what it has no right to mean. It is a fiction, worthless in proportion to its falseness.

It is this fact of counterfeiting education that makes the problem of cheating so depressing. We spend enormous sums and have teachers and administrators giving a great part of their lives to a process that actually does not function. We graduate a host of young people from educational institutions at various levels who have not gathered what they are supposed to have taken from their opportunity but who use their graduation to enter some other higher educational career where they attempt again to continue the dishonesty that seems to them to have proved profitable because it has permitted them to advance from grade to grade and from school to school. Of what value is it in any society to have a host of persons who have reached educational goals set before them by using trickery and the skill and knowledge of others? Surely the most significant thing that can come from such school or college experience is loss of integrity, a belief that some-

thing can be had for nothing, that any way of "getting by" is justified if only it works.

Nothing could be in the long run more detrimental to any nation than to be turning out year after year any considerable number of students who, as they have been acquiring an education, have in fact been learning to accept cheating as a matter of course. It would be untrue to insist that these dishonest people never change and that they practice in life just as they have in school and college. They do recover, many of them. Teachers in high schools feel sure that there is less cheating in the senior year than in the freshman year. College instructors are even more confident that this is true, as the first year's work is compared with that of the last. Graduates from both institutions will frankly admit that they cheated when they were being educated, while in later business and professional careers they have, without doubt, achieved a deserved reputation for conventional honesty. It is, however, not to be expected that all will make this happy turnabout. Naturally some continue at every opportunity in life their dishonest habit. They help lower the standards in our professions, our trade, our politics, and even our religion.

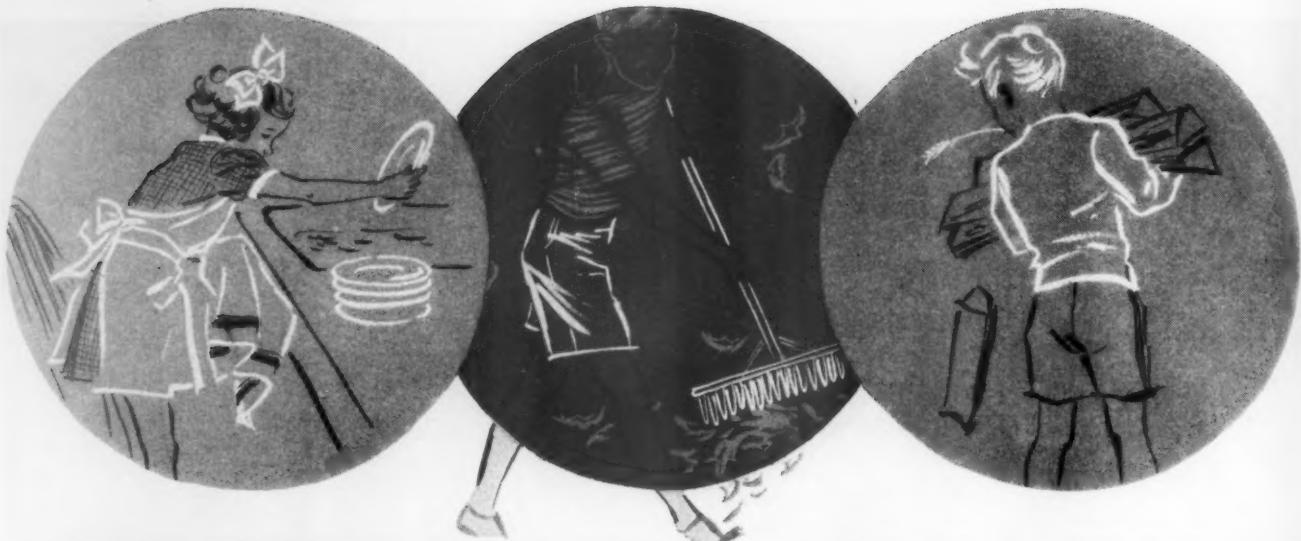
The problem of cheating cannot be safely dismissed by the assertion that it is a child's or youth's behavior and that the adult quickly learns to do differently. It is not an instinctive trait of the child to cheat. Immaturity does not necessarily mean dishonesty. It is by no means true that all children ev-

erywhere are cheaters in schools. In this country there are institutions of high morale where any kind of cheating is not only rare but frowned upon by the children themselves. There are national school systems where a code of honesty is generally maintained.

In talking over with teachers the problem of cheating in the school, one frequently finds individuals who have lost all hope of changing the situation. This is not a reasonable attitude to take. Fundamentally, it is a confession that American education in the public school system cannot function. Much can be done; indeed, much in certain schools is being done. The first thing is to face the problem frankly and attempt to deal with it. In many schools cheating has become commonplace because, although it is known to exist, no competent effort is made to check it. The policy prevailing is one that closes the teachers' eyes so as to avoid any responsibility and contention. In other schools the problem is attacked, but unwisely, by continuous preaching that is received by the child in the same spirit with which he reacts to the nagging of his parents. It is doubtful whether much progress can be made by attempting to talk the child out of conduct that has become so commonplace in some instances as to seem customary.

**SOME CAUSES OF DISHONESTY**

**F**IRST of all, in any constructive assault on school cheating, there must be an unbiased effort to know the facts and, if possible, to discover the motives that (Continued on page 24)



## CHILDREN AND

by Gertrude Laws

**This Is the Second Article in the Parent Education Study Course: The Family and the Community. An Outline for Use in Discussing it Appears on Page 36**

WORDS such as those used in the title of this article are often used freely without appreciation of their meaning. Indeed there is so much confusion, if not actual opposition, of accepted meanings for words which are commonly used by adults, that it is almost necessary to agree upon meanings if we are really to understand each other. This is even more often the case when trying to talk with children. The meaning of a word is determined for each individual not by a dictionary definition, but by the experience of the particular person with the word. "The family and the community" probably means to each of us the particular family, and the particular community, in which we grew up, suffered enjoyment or pain, self-realization or thwarting. Each of us probably continues to feel about "the family" and "the community" as we learned to feel, through our own personal experience in a family and in a community.

In order to understand each other, therefore, it may be useful to present one way of understanding the words with which we are dealing in this article. We shall think of "community" as having two distinct meanings: first, an aggregate of individuals called a family; second, an aggregate of families called village, or town, or city. We could, of course, go on to consider the county, the state, or the nation as a community, but such consideration would go beyond the needs of our thinking for the moment.

"Responsibility" we shall regard as any condition calling for action to which an individual is able to respond, ability for response resting upon knowledge of the need for action, sufficient personal maturity to act effectively, and emotional acceptance of the task to be done.

The way we feel about responsibilities which include the comfort and welfare of other members of the family determines both the amount and the kind of learning which result from experience with such tasks. Speaking noble words to our children about community responsibilities is no guarantee of noble or generous feeling about them. The *feeling* is fundamental to the integrity of each one of us.

Clothes may be hung on the right hooks; toys may be put away; teeth may be brushed; beds may be made, while the one who performs these tasks is suffering resistance, irritation, and annoyance and a consequent resolution that as soon as the compulsion is removed such personal order will be abandoned. Rooms may be dusted; dishes may be washed; lawns may be mowed; bathrooms may be scrubbed; errands may be run without the doer's having a trace of the feeling that might be a basis for a permanent *feeling* of community responsibility. Church work, community chest activities, service on committees and boards may be done acceptably without spiritual growth for the one who does them.

Unless there is a basis for personal

satisfaction of some kind in the doing, instead of acquiring the habit desired by the parent any child may learn how disagreeable a task is, and resolve each time he does it that unless required to do so, he will never do it again. There must be emotional acceptance of the simple, social principle that anyone who enjoys the benefits of a social situation must also share its responsibilities. Unless there is, we shall see continued failure on the part of individuals with reference to community responsibility. This avoidance may be due largely to faulty methods used by adults. There is evidence that, normally, human beings at all ages want to share responsibilities as well as benefits. The baby, in most families, carries a large share of responsibility for morale. Not that the baby *purposes* to do so; not that anyone *assigns* that task to the baby. But by sheer being, a healthy, happy baby calls out sympathy, generosity, gentleness, and protection from other members of the family. Often the baby is the only member of the family able to elicit such responses—the only civilizing agent in the family.

Very young children want to do what they see other members of the family doing. They begin early in their lives to want to "help." Parents are rarely ready to receive help from little children. They are too busy; or they think children are too little; or they fear that precious household possessions may be damaged by the awkwardness of the young helper, or that



ILLUSTRATIONS BY DOROTHY SEYMOUR RICHARDS

## COMMUNITY RESPONSIBILITY

good materials may be wasted. Nearly always, therefore, the first fine, spontaneous offers by young children are repulsed. Following the suggestions of their parents they "run out and play." They lose opportunities to learn to be aware of conditions that need to be changed. They lose opportunities to develop skill to do what needs to be done. Such learnings do not necessarily come out of verbal communication at the time the parents decide that a child is now old enough to take care of his own things, or to set the table, or wash dishes, or mow lawns, or do other routine tasks of family life. Children who follow the direction to run out and play soon learn to find their own occupations, and to ignore necessary domestic routines upon which family comfort and welfare must rest. There are many men who learned in childhood to be utterly oblivious to all that goes into home-making, and to look upon the comfort which a well-ordered home provides as a matter of course. Such a man may not be unwilling to help wash dishes, or sweep, or clean, to keep the house in order; he simply is not aware that he could participate beyond providing the money necessary for purchases.

On the other hand, there are men who really regard all domestic work as beneath their dignity. They are perfectly willing that the mother and sisters of their sons shall do what is regarded as degrading work, but without effort they lead their sons into selfish acceptance of comfort which depends upon continuous care, and thought, and devotion.

A second simple social principle could be as easily offered to both boys and girls, viz., that any work which needs to be done, and which provides comfort and enjoyment for others, can be done by anyone without loss of dignity. Indeed, both boys and girls may learn that there is happy satisfaction in the ability to do well anything that needs to be done, and that individual skill rather than sex determines the dignity of the task.

The readiness for learning to enjoy the *feeling* of participation in necessary routines of family and community life, depends upon the maturity and capacity of each one, just as other learnings do. The first step must be taken by the adults, if right conditions for learning are to be provided and maintained for each child. Parents and teachers have to discover as much as possible about the nature of each child. In the first place, parents need to know all that has been found out about the typical performance of children of different ages, sexes, races. The rate of physiological, mental, social, and emotional growth of large numbers of children is known. Each individual child may deviate in one direction or the other from the typical expectation. To understand the direction and extent of deviation is to understand something of the needs of an individual with reference to the length of time necessary for learning; the number of repetitions necessary to knowledge; the kind and degree of encouragement which brings about enough effort, but not too much, on the part of the learner. Most parents ask rhetorically, not

because they really expect an answer but as release of tension, "How often must I tell you the same thing?"; or, "How long will it take you to learn this?"; or, "How can I make you understand how important this is?"

The first step the parents must take, then, is to inform themselves of all that has been found out about individual variation. Then each member of the family group must be observed with wisdom and sympathy in an effort to discover particular needs.

The second learning is more difficult than the first, because it involves more personal adjustment on the part of the parent. Parents have to learn to allow growing children to carry responsibility for their own tasks. Parents *feel* more important when carrying responsibility for the tasks which children are willing and have a right to carry. Parents often say, "They will be young only once and I do not want their childhood burdened by responsibility." Such an attitude on the part of parents is tragic for a child. It is true they will be young only once; they have one time for learning to carry their small and simple responsibilities lightly and gayly, one opportunity to learn to value participation in the routines of family life, even if the routines are relatively uninteresting in themselves. The learning is complex and cuts across many established habits of thought and feeling on the part of the parents. But not so with the children. They have faulty habits of feeling and thinking with reference to routines to block their learning. They (*Continued on page 26*)

**F**IRST check for possible physical causes." This suggestion, more than any other, was offered this month in answer to our question: *Esther, aged eleven, is obedient and cheerfully performs any duties assigned to her; but she never offers to do things. She rarely suggests a game; she does not answer the telephone unless someone asks her to do so.*

"Lack of initiative is often associated with certain glandular disturbances not often recognized by parents," writes a Battle Creek mother. "If Esther is overplump and slow in her actions, if she is a mediocre or poor student in school, or if she is slow in her responses and reactions—these factors, in connection with no initiative, may indicate a need of extra thyroid or pituitary. An up-to-date doctor could determine whether or not such is the case and prescribe accordingly."

Other questions concerning possible physical causes were raised by members of an institute conducted by Mrs. Roe at Tallahassee, Florida. "Is she anemic?" "Is she growing very rapidly or developing early?"

Urging the importance of first eliminating the physical factor as a possible cause, the mothers attending this institute told of other causes which they had discovered in their own families.

"Perhaps she has had too much direction or supervision by other members of the family," said one member of the group. "I know of one mother who dominates all others in the home in this way. Unintentionally, she gives such close supervision and direction that any possible tendency on the part of the children to act independently is curbed. In another family an older child, one with a different personality, dominates the less aggressive one to the extent that she has become a meek follower of the leader."

Another mother brought out the fact that a girl of eleven is apt to be moody and to spend much time in daydreaming, or to become so intensely



## IN OUR NEIGHBORHOOD

An Exchange of Experiences  
Conducted by ALICE SOWERS

### Esther Shows No Initiative

interested in the characters in her book that everything and everybody else becomes unreal. In this case, she really does not hear the telephone bell; she is not conscious of the things and people about her. She is living in another world.

A number of causes were suggested also by a Gainesville, Florida, institute group. Some of these are:

(1) Perhaps her physical condition

#### JANET AND JOHN PICK UP NEW STANDARDS

*The Wilsons find that their children Janet, aged fifteen, and John, aged eighteen, are acquiring, from the homes of friends and neighbors, standards very different from those which have been maintained at home. Their parents do not want to adopt a snobbish attitude toward the neighbors, nor to forbid visits to their homes. What can they do to safeguard their children against acquiring the standards in those other homes?*

*Will you not advise them what to do? Have you known of a similar instance? How was it handled? Send your answers to Alice Sowers, 1201 Sixteenth Street, N.W., Washington, D.C., before October 10th. They will be printed on this page in the December issue.*

is such that she does not feel like exerting herself.

(2) She was born that way, which, after all, really means a physical condition.

(3) So much has been done for her during her earlier years that she has not been trained to use initiative.

(4) Her actions have been overcontrolled so that she has never learned to act without direction.

(5) She has been outclassed by more gifted brothers and sisters who do things better and more quickly than she does, until she has lost any desire to attempt to do anything herself.

(6) She has difficulty in making social and academic adjustments and has gradually withdrawn into herself. If this is the case, her parents may find that she is living in a dream world where she imagines herself achieving the success she does not have in her real world.

(7) Perhaps she is a sensitive child and hesitates to do anything if her first offers have been refused or her first attempts have been ridiculed and laughed at.

After Esther's parents have found the cause for her lack in initiative, what can they do about it? Having found the cause, they will recognize it honestly and with calmness. From all these suggestions, they can see that their problem is a common one. Having decided upon a solution, they will secure the cooperation of all concerned in establishing a schedule or making a plan which will remove the cause or remedy the situation. Of course, they will not let Esther consider herself a "problem child," nor will they talk before her about the problem, its cause, or the solution. They will remember that habits are formed over a long period of time; and they will not expect them to change overnight. They will not be discouraged when Esther lapses back into her old habits of "doing nothing unless she is told"; they will recognize, rather, the times when she does exercise initiative and help her get satisfaction out of making a success of it.

# DECLARATIONS of INDEPENDENCE

by Christine K. Simmons

## A Mother Says "Easy Does It" in Giving Youth Guidance Without an Overdose of Restraint

SOMEONE remarked at our little bridge club the other day that we use only half our minds on the game. The other half we give to talking about our children. The surprising thing about it is that the same sorts of things keep popping up for discussion about our youngsters all the time. These children of ours in their early

prepared for it. Their dependence on us has been too sweet a thing to part with easily, so usually, without our realizing it, from force of habit, we come to need our offspring more than they need us. And in the satisfaction this gives us we are likely to forget that all our training of them should be to the end that they shall be able to get along without us!

Modern psychology has a good deal to say these days about this emotional dependence of parents on their chil-

the center of the problem, not the child. It's a little startling, I'll admit—but on second thought, quite logical. How I wanted—oh, so much!—to say to Jeannette, "Get a mirror!" She was the problem, not her son, and recognition of this point of view alone could well throw all the light needed on her most difficult problem.

The greatest danger in parental possessiveness—for the child, I mean—is that his right to legitimate self-expression is often denied altogether. Then suddenly there is rebellion—and a problem! For example, here was Jeannette, with a boy "becoming a night prowler," failing to realize that this was nothing more nor less than his normal and natural need to be himself, to exist as a separate entity—to plan and carry out a decision arrived at entirely by himself.

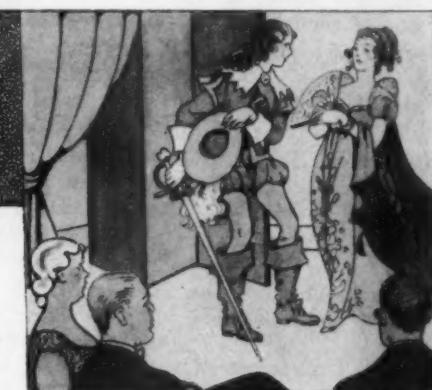
After all, the chief business of youth



Jack's study became the favorite gathering place of his crowd



A market garden of vegetables provided both adult occupation and income



ILLUSTRATIONS BY GRACE P. SMITH

teens are trying so desperately to free themselves from the hampering apron strings and to declare themselves free and independent. And we mothers often have a good laugh together over the things that happen—but they aren't all funny, by any means.

Not long ago we spent the whole of one long hot afternoon (to say nothing of nervous energy that should have been conserved) on the problem of a rebellious fourteen-year-old. Jeannette's experience was a familiar one to all of us and we all had something to say about it.

"When I refused to let Jack go downtown to stand on the corner with the other boys every evening," she told us, "he actually deceived me. Said he had to look up topics in the library, and simply used that as a means of having his own way."

We agreed with her that one of the worst things about this is the helpless feeling it leaves with us. This going their own way and asking no questions not only makes us uneasy but for the first time places a little gulf between us. And most of us just aren't

grown. A few years ago I read Thomas' theory of the "wishes" that motivate us—just in time, in fact, to help me adjust myself to my own son's growing pains. Thomas points out that no experience in all human life satisfies the adult ego so fully as a child's need of protection and support. Parents feel emotional security in the intimate response and perfect social recognition of their children's devotion to them. From taking their very life blood, the child passes on, by various stages, to taking nourishment, personal care, instruction, guidance, command, warning—until a network of bonds literally closes about the hearts and minds of the parents. And how much more true is this in the case of the mother, whose possessiveness comes often to bias her entire outlook. When we stop to think about it, we find that the parents are

Betty's problem was solved by her Players Club, with her home as center

is to grow up—to become adults. And as soon as parents recognize this need and withdraw from the field of action—with colors flying, of course—they turn defeat into victory! We persuaded Jeannette to do just this. She worked out a plan which would supply a situation where Jack took on adult responsibilities. Taking her cue from his interest in airplanes, she sought out a friend at the local airport who promised to invite Jack out and to open the way for developing interest. It was not long (*Continued on page 26*)

# Music Adventures with the Preschool Child

BY MADELON WILLMAN JACKSON

WITH the coming of the autumn leaves, a whirl of busy, colorful days unfolds for most children. To the preschool child, however, it seems as if all the world has suddenly gone off to school. Brothers, sisters, all the neighborhood children have gone, leaving him alone. Mother is very busy. She is trying to project some of the sunshine and carefree happiness of midsummer into the steady routine of school duties. She will plan for the older children adventures with piano, violin, or dancing. She will urge them to join orchestras, bands, and glee clubs.

What adventures in happiness will mothers be planning for the little stay-at-home children, the babies, the toddlers? Will mothers plan for them, too, some time for fun and laughter? Would a recipe for increasing the happiness of these children be of interest to mothers?

Many mothers are studying the preschool child, surrounding him with the ideal in books, pictures, and toys. Do they include music in their plans for these tiny tots as well as for their brothers and sisters?

Music is a "happifying" force. Singing and whistling boys and girls are happy ones. Music is an ingredient which should be included in a little child's diet very early in life, for through music, the small child satisfies his urgent craving for self-expression.

Today, music educators visualize music as a vital, life-enriching influence, whose beauty is no longer in-

tended for a limited few, but is the rightful heritage of every child. Fortunately they are expressing this message in many books, pamphlets, and articles written especially for parents. With practical information, they are endeavoring to prove that music can become an intimate part of the everyday life of a family, whether the parents are musical or not.

## MOTHER LEADS THE WAY

THE joyful task of introducing music to the young child in the home falls, quite naturally, to the mother. What qualifications need she have? She needs patience; she needs a loving determination to find time for music in each day's routine; she needs a willingness to inform herself about proper materials and their use. Here are three little booklets which will help any mother gain all these things: *Preschool Music*, by Rossman; *Musical Guidance of Young Children*, by Williams, and *Songs and Rhythms for the Child in the Home*, by Bennett.

Of great help to any mother is an understanding of child psychology and child development. Knowing the characteristics of childhood in general and of her own preschool children in particular will help her present the music in a captivating spirit of play.

No mother should hamper her success by considering herself unmusical. No mother needs an extensive musical training for this work, any more than she needs an electric mixer to make a good cake. The musical career, like the electric mixer, might prove a help-



PHOTOGRAPH BY H. ARMSTRONG ROBERTS

ful time-saver, but excellent results can be secured without either.

Mothers, look upon the whole undertaking as a great, glorious game! Shake off any disagreeable sense of incompetency! Stop believing you cannot sing! When you say you cannot sing, what you really mean is that you don't sing.

Besides losing an erroneous idea about your musical ability, free yourself from any tense, self-conscious attitude about your body. Be less shy in self-expression. Romp and play the game joyously with your babies!

## THE SONG APPROACH

THE mother furnishes the most easily accessible approach to music through singing. Children of all ages enjoy the singing voice near them. Moreover, no matter how soft, how husky, or how untrained that voice may be, if it is his mother's voice, it is the most appealing, most lovable of any to the child.

If you have not been singing for some time, "brush up" your singing by recalling old, familiar songs. Hum "My Bonnie" or "Dixie" while washing the dishes, sweeping, or dusting. As you gain confidence, sing them for



Today, music educators visualize music as a vital life-enriching influence which belongs to every child

the children, and they'll love it.

Gradually add songs of special interest to your own children. Include a few world-known lullabies with their strong, swinging rhythms. Your repertoire should, in general, include two types of material: some very short songs which the child himself may sing later; and some, to be sung to the child for enjoyment, as stories are read to him. More specifically, there should be gay songs, happy songs, play songs. Songs about the milk he drinks, the games he plays, and the toys he loves. Glorify the march of the seasons with songs. Songs intensify interest in the falling leaves, the rain, the birds, the growing gardens, and in living, vital things of the "great, wide, beautiful world" about the child.

There are many excellent songs musically arranged for very little children, and well within their range of understanding, in *Step-a-Song*, by Cumpson, and in *Singing Time*, by Coleman and Thorn. *Play Songs*, by Bentley, and *The Music Hour* offer story songs, longer songs, and variety in subject matter. For picturesque settings of old tunes, *The Mother Goose Picture Book*, by the Haders, and *The Baby's Opera*, by Crane, are very lovely.

In singing the songs to the child, let him feel that they belong to him. Substitute his own name for any within the songs. Encourage him to dramatize or "act out" the words. The more intimate his associations with them, the more he loves them. Singing becomes a gay, happy part of his life.

For the mother who cannot carry a tune accurately, there remains the mechanical instrument. Splendid phonograph records of songs for children will furnish Mother Goose favorites, singing games, story songs, or even many of the songs in the songbooks the child may already own.

In these early experiences, the child does not always join in the singing. Just as the baby enjoys listening to nursery rhymes, long before he recites them, so he enjoys singing before he himself sings. Little by little, the child joins the mother of his vocation, first with a rhythmical sing-song, and then, later, phrase by phrase.

Suddenly, quite naturally, the child finds his singing voice. It will have a sweet, flute-like quality. This quality can be kept, if the mother definitely watches to see that her own singing as well as the child's is soft and unrestrained.

As soon as the child uses his own

voice, the pleasure in the singing increases. Musical conversation proves exciting. He sings while dressing and undressing, or when putting away toys. He cheerfully obeys orders given to him in song. For this imaginary music play, there is help to be found in *Music in the Home Before Lessons Begin*, by Aitken.

The child gradually learns to meet difficulties with a song on his lips. There is little room for ill-temper, loneliness, or discouragement in the heart already filled with music. One five-year-old expressed it in this way:

"You know, Moms, on those long auto trips, when I don't know what to do with myself, I sometimes just sit back and sing songs for me, inside myself."

Suppose your small son, craving physical activity some rainy morning, starts jumping noisily in the house. The baby has just gone to sleep and you hurry downstairs to quiet the stampede. You might do it with harsh words, but, recalling one of the *Play Songs*, you say, "Teddy, the Kangaroo doesn't jump like that!" Then you sing:

"The kangaroo can jump, the kangaroo can bound,  
Jump! Bound! He never makes a sound!"

Some day, try singing to your baby in order to stop that frequent fussiness toward the end of the bath period. You will find that it not only quiets the baby, but it restores your own calm and good nature, too. Until a mother has actually tried it herself, she can hardly realize the gracious help that singing can be during the tedious round of duties in the home, with one or two preschool babies at her heels all day.

#### LET'S PLAY THE RHYTHM GAME!

**R**HYTHM is an element of music which should also play a vital part in these musical experiences. Rhythm in music is that life-giving fundamental upon which melody and harmony are built. Every child is instinctively rhythmical, but sometimes this quality lies dormant until called forth by some outside influence.

You may begin by accentuating the rhythm in some physical activity the child already enjoys, and then add suitable music to heighten the enjoyment. For instance, your nine-month-old baby enjoys bracing himself on his feet in your lap, while he clings to your fingers. Rocking the chair back and forth, you give him the sensation of gently flying through the air. Now, sing the old nursery song, *See-Saw*, by Elliott. Baby will be delighted. Another song for such a swinging motion is *Swinging*, by Coleman and Thorn. (Continued on page 30)

# HELPING THE CHILD WHO STUTTERS

by

**Smiley Blanton, M.D.**

and

**Mary Louise Zerler**

**S**PEECH is man's way of getting along with people. It is adjustment to environment, and any break in the rhythm of speech indicates maladjustment or an inability to meet a situation in an easy, natural way. The causes of stuttering are many and varied but it must always be remembered that the defect is merely a symptom of an underlying emotional difficulty. To effect a cure the whole child must be studied. The speech defect generally is not due to one cause but is the result of the interaction of many complex causes, and the treatment must be varied to meet each case.

The onset of stuttering usually occurs at an early age, so it would seem that the home and the immediate environment of the child are causal factors. Too often parents and others who have not studied in this field look for the cause of stuttering in the tonsils, the breathing, handedness, a shock, or an operation. The real cause may be found in a thorough study of the child's emotional life. Fear, jealousy, and anxiety of one kind or another are the great causative factors in this disorder and the treatment must be based on a study of the child, endeavoring to find out the cause of his conflicts. In most cases this is not simple, but very complex.

In the case of John the cause was quite apparent. John, a sensitive child, was four years old when his brother was born. He had had no preparation for this event, but his father wakened him one morning and told him that his mother was in the hospital, that he had a baby brother, and that his aunt, a stranger to him, had arrived to be in the home until his mother returned. Any one of these conditions would test a child's power of adaptation but the combination was so overwhelming that John began to stutter. When the mother returned two weeks later, she was greatly disturbed to find her first-born a stutterer. She was not trained in the field of speech but studied the situation and, realizing the strain to which John had been subjected, acted with unusual wisdom. When John talked she gave him her undivided attention, often calling him to her

where she could pat or touch him, helping him to feel her love, confidence, and interest. The stutter disappeared.

**I**T is the purpose of this article to set forth what parents and teachers actually can do when a stutter occurs, but from the standpoint of the parent it is most important to consider what they may do to prevent a stutter. The young child needs, above all, a feeling of security in his home, with two parents who love each other and who love him not too much and not too little. To attain this degree of love is not easy. Parents may quarrel or show anger toward each other or, on the other hand, they may be too indulgent. Children are very sensitive to such things. A nagging, scolding environment is conducive to speech disorders and many parents do not realize that frequent, insistent demands as, "Come, dear, wash your hands," even though given in a sweet voice are often as

harmful as more severe peremptory commands. Disagreement, friction and confusion in the family life are difficult for the child. Grandparents and other relatives, maids and nurses, who disagree with parents' ideas regarding child rearing and discipline and who interfere, are often responsible for speech difficulties. All the people in the home and environment of the child are contributing factors to his speech.

**I**T is important to avoid any speech pressure during the speech development period. Parents may encourage the child in building speech by giving the names of things, such as milk, shoe, car, but to attempt to force the child to talk is usually futile and dangerous.

Grace at two and a half years was taken each Sunday to visit her relatives. Upon leaving, her father would throw her onto his shoulder and say, "Now, tell everybody good-bye." Grace



The teacher should avoid threatening the child who stutters or creating any fear or anxiety with regard to school work



PHOTOGRAPHS BY DORIS DAY

**Giving the young stutterer full knowledge of the mother's love, confidence, and interest helps to overcome the difficulty**

would remain speechless before the assembled group, whereupon the father would insist, "Say good-bye, Grace, say good-bye!" Eventually she would cry and these repeated emotional scenes resulted in a stutter. About 25 per cent of all children stutter during the speech development period. Parents who handle this stage wisely help to prevent further difficulties. The rule at all stages is never to call any attention to the stutter, nor to say, "Wait a minute," "Take your time," "Talk slowly," or "Say it over." The defect should always be ignored completely, and the listener should wait quietly, listen attentively, and praise for *good* speech.

Perfection in childhood too often is the parents' goal. Billy, eight years old, who stuttered severely, once went to a summer speech camp. The first remark made by his mother when she came to visit was, "Does Billy use his napkin at the table? He just never uses one at home!" The worker remarked, "Perhaps you have always been overinsistent in regard to manners." Two months later the worker spent a week-end with Billy's family and found a perfectly ordered home, with no dust, and not a paper out of place. Nowhere was there evidence of an eight-year-old boy living there, and everywhere and always there was overemphasis on manners. Here were housekeeping and child training at the expense of good speech.

Teasing is seldom understood by the

child. Ruth, a stutterer and a very bright child in the second grade, is always on the defensive, for this is the attitude she must assume at home where her father taunts and teases her and plays with her in a way no child could understand.

Prolonged infancy most often results in a speech defect. Bob, a severe stutterer, aged eight, showed little improvement after two years of speech work in the public school. A fourth interview with the mother disclosed these startling facts: the father showering Bob with kisses every day and calling him "babe," the mother still dressing him, Bob eating with a spoon instead of a fork, and lastly, the mother not allowing Bob to play with other children for fear he would hear "swear words." Why should a child grow up and take on adult speech when life is so pleasant and easy on the infantile level?

Nothing is quite so important in the life of a child as a comfortable existence, free from physical strain. Many hours of sleep, and a rest period during the day are requirements in the lives of all children and especially in the life of a stutterer. In addition, the amount of time spent before the radio and the amount of stimulation such as is afforded by parties, movies, and large crowds should be greatly limited.

If and when a stutter does develop, the wise parent will consult a speech specialist promptly. Such a person

will make a thorough study of the child, his environment and home, his daily routine, eating, sleeping, and play habits. The specialist will then make suggestions to the parents as the case demands. If the child is of school age, he may be placed in a school where classes in speech correction are held regularly. The speech teacher will require the cooperation of the parents in order to treat the child successfully. There should be a conference once a month between the parent and the speech teacher, and the parent may do his or her part by coming to the speech teacher, whose load is generally heavy and who finds it impossible to call at the home frequently.

MANY schools now have the services of a speech teacher. In addition to her work collecting case study material, keeping records up to date, advising necessary readjustments in the home, school, and social environment, these children are met two or three times a week for a half hour period in small groups. This allows little time for individual conferences except as specially arranged, but because of the emotional transfers, behavior changes effected, new satisfactions, praise, and a happy environment, results do follow. Often the greatest difficulty is in changing adults and in some instances this is impossible and only work with the child and his school situation is of real value. For this reason the co-operation of the teacher is most important and there are various ways in which she may be of help.

First of all, she should always maintain self-control and a relaxed manner, avoiding tense situations in the classroom. Life in the home and in the school should provide the child with a feeling of security. A teacher may help a stuttering child in making an adjustment to the school situation and this is particularly important in the fall, when he first enters school or goes into a new grade. A stutterer should be seated in the front of the room so that he may feel the kindly, sympathetic attitude of the teacher and where he may not sense any undesirable reactions of his classmates. Frequently it is helpful to give him a non-speaking job.

The teacher should at all times avoid threatening the child who stutters or creating any fear or anxiety as regards progress, marks, behavior or promotion. Care must be taken in the school as well as the home to avoid speech pressure or too great attention to the less talkative child, as "Why don't you talk, Mary?" "Mary, you never have anything to say," "Speak out loudly," "Open your mouth when you talk!" (Continued on page 22)

## Planned Week-Ends by Marion Parker

NOW that the family has become accustomed to the school-day routine for the year, the next question in time planning is to consider the week-end so that it will be a pleasant and profitable time for all. Unless some definite plans are made, Saturday and Sunday are likely to be either wasted or else filled so full of activity that everyone is exhausted by Sunday night and no good for work or school on Monday. By using Friday as a day for organization and for marketing and extra cooking, the homemaker can have a week-end that runs smoothly and gives her time to be with her husband and the children. But it does take real pencil and paper plans to give the best results.

In planning the schedule of household tasks, try to leave for Saturday and Sunday only the routine jobs such as dishwashing, bed-making, and daily light cleaning. So sit down Friday morning to make out the meal plans for the next week. If you do not like to look quite so far ahead, do it at least through Monday dinner. Then make out the grocery list and divide the list into two groups—staples and perishables. The staples include packaged and canned goods, non-perishable fruits and vegetables, butter, eggs, and some meats, all of which you can buy on Friday. Perhaps you can telephone your order for the staples and the foods which you do not have to select personally so that it can be put up ready for you to call for on the Saturday trip when you take your second list which will have on it the perishable fruits, vegetables, and meats and any items that you

must choose yourself. If you are the fortunate owner of a mechanical refrigerator, it may be possible to get everything on Friday.

Then plan the cooking schedule. Is the family to do some entertaining? Why not borrow an idea from the bridge club, and have a dessert-party, which I will describe in more detail later? Do plan an easily prepared dinner for Saturday so that you can go on that trip with the family, and a dinner that takes a very short time for preparation for Sunday so that all can go to church together. Have the traditional roast on some other day when you are to be more tied down with household duties.

Make the meal plans with the idea of using as many dishes as possible that can be prepared ahead of time either all ready for the table, or needing only a little quick heating before serving. For the main dishes, if you have had the roast on Thursday, with your automatic refrigerator to keep what is left in perfect condition, you are all set for Saturday and Monday. I don't mean to use it as just a repeat of the leftover roast, although that is often the best way to serve it on the second day; but for variation it can be heated in gravy, and what is left for Monday may be used as a meat pie,

minced on toast, in a well-seasoned hash, or to stuff vegetables. Next, plan the vegetables so that you will not have to take too much time for their preparation. Serve boiled potatoes on Saturday, and cook enough for two meals so that they can be used as hashed brown or scalloped. Clean all vegetables and put in a covered container in the refrigerator. Then come the desserts, of which there is an endless variety—baked puddings such as rice or Indian that can be served hot with top milk on one day and cold with whipped cream, a sauce, or topped with fruit on another day; cake desserts; and frozen mixtures—all of which can be prepared on Friday.



# HOUSEHOLD HINTS

## DESSERT ENTERTAINING

THE idea of dessert entertaining, which has gained such a vogue that it now appears in the social columns, has much to recommend it for more informal family use. It gives the opportunity to offer hospitality at very little trouble or expense in a fashion that

such a short time, while a large party can be easily served buffet style in the living room. Let the children help prepare this dessert if possible and let the gang make a lark of washing the dishes after dinner before they begin the evening's fun. The dessert party is ideal for a birthday party for young children as they can come after the main course of their usual noon dinner and have the traditional refreshments—ice cream and the birthday cake—without interfering with their regular meal habits.

## AFTER-CHURCH DINNERS

I WONDER if more women would not go to church regularly, and take the whole family with them, if they did not have on their minds that big Sunday dinner to be prepared. And even if they do go they may still have the dinner on their minds so that they do not get the spiritual message for which they have attended church. So why not try to have the Sunday dinner one that will be attractive and a little different from the weekday dinners but including nothing that will take more than sixty minutes to prepare. Use the good dishes and set the table or let the children set it before starting for church. We have been getting ready for this dinner in the whole week-end meal schedule so with a meat that can be cooked quickly, such as chops or steak or even hamburg patties, potatoes all ready to be heated, salad vegetables washed, dessert made, we need to add only the preliminary course, if we are having one, and an attractive hot vegetable. For the first it is possible to use tomato juice cocktail or one of the excellent canned soups. The vegetable can be some canned one that is a family favorite, a fresh one that can be cooked within a short time, or one of the frozen ones that are so good and cook so quickly. Then you will have a well-balanced and attractive dinner with the least possible effort and using few utensils. If possible, after rinsing just stack the dishes.



is adaptable to different ages and interests. The mother and father may wish to entertain friends at dinner but hesitate because they are afraid that the grown-ups will be bored with the children or that they are doubtful of the children's behavior. The children must, however, have a chance to learn the social graces, and practice in actual entertaining seems to be the best way to do it.

So ask Mr. and Mrs. A in for dessert and coffee to be followed by cards, a trip to the movies, or whatever you wish. Have the older children help serve this course. This will make them feel a real part of the function. Then the next week let the children have a dessert supper for their friends on Saturday night. This is a fine way to entertain a mixed group as both boys and girls will enjoy a hearty but inexpensive dessert such as gingerbread and whipped cream, a layer cake, or a fruit shortcake. A small group can be taken care of at the dining table as a little crowding does not matter for

## COLD, THE CONSERVATOR

I SPOKE with intent of those who own mechanical refrigerators as fortunate women, because an efficient automatic refrigerator placed in a convenient location in the kitchen and operated the year around, is one of the greatest time and money savers for the homemaker. I wonder if the women who live far away from gas or electricity know that there is now on the market a reliable kerosene refrigerator made by a firm that manufactures a good gas refrigerator. The same principle of refrigeration is used, operating on about a gallon of kerosene a day.

But you must use your refrigerator intelligently if you are to make it serve you to its full capacity. First of all, study the directions that come with each machine. Keep foods covered and do not crowd so close as to prevent circulation of air. Defrost as directed. Above all, keep the control set so that the temperature is about 40° F. all the



time, for the best preservation of your food, as it is the continuous, steady cold that checks the growth of the bacteria, yeasts, and molds that cause food spoilage by bringing about in the course of (Continued on page 33)

## EDITORIAL

### Our Public Schools

by ORVILLE C. PRATT

**I**UR public schools constitute America's most effective safeguard against catastrophe. A worldwide depression of unprecedented length and severity has forced many nations off the highway to right or left into Fascism or Communism. But America continues on the highway of democracy largely because of the effective training which its citizens received in the schools.

Our democracy, of course, has some serious defects which the depression has made quite evident. The correction of these defects is not to be attained primarily through legislation or governmental machinery. Rather it must be sought in more and better education.

Education is the process by which the individual is oriented to his environment, physical and social. Advancing civilization, through science and technology, has enabled man to master his physical surroundings to an extent never attained before. Strangely enough, in this attainment of mastery over things, civilization has become so complex that man seems less able to understand and control his social environment. Hence the increasing need for better and longer continued education.

It is this same complexity of modern life which gave rise to the parent-teacher movement. The schools had become too remote for easy or frequent parental contact and understanding. The educational standards for teachers were being steadily advanced. To help teachers better to understand the child and his home and to help parents to see the child and his education in perspective are important functions of the parent-teacher association.

The purpose of education is to enable the individual to meet life's problems in the way which best preserves social welfare and which at the same time is best for the individual. The important thing is for the individual to react to each life situation in the way which will bring about the best results both for himself and for others.

Since the function of education is to enable the individual to meet life situations properly, it follows that education must change as life changes. A century ago children spent only one-tenth as much time in school as at present. There was much work for them then and but little now. The home and the church were far more influential than they are now in molding children's attitudes and ideals. It was information that children most lacked and the public schools originated primarily to give children the knowledge basic to good citizenship. Knowledge right-

ly received the chief emphasis at that time.

Under modern conditions knowledge continues to be an important objective of education. But because life outside of the school no longer provides sufficiently for the formation of right attitudes and proper conduct, the school is shifting its emphasis from knowledge as practically the sole objective of education to right responses to actual life situations and to right attitudes and ideals as manifested in personality development.

The modern school does not neglect or ignore knowledge. It does consider knowledge to be a means rather than an end in itself; the primary function of information is to illumine the path of right action. The important thing in every life situation is to secure appropriate behavior. Out of such behavior grow personality and character.

Knowing, feeling, doing—these are the factors brought to bear in meeting life situations. All are necessary but there are certain manifest trends toward lessened emphasis on some phases of school work and toward greater emphasis on others. For instance, the older procedure stressed memorization of facts; the newer stresses the ability to use facts in thinking. The reason for this shift is that our ways of living, instead of being relatively static as was formerly true, are now rapidly changing. Adjustment for adult life can no longer be largely learned in school. Rather, it must be thought out when life's equation presents an unknown quantity for evaluation.

Space limitations prevent a detailed explanation for each shift of emphasis now going on in education. Suffice it to say that each finds its justification in life outside the school. There is going on a shift away from obedience externally imposed and toward guidance; from uniform standards exacted from all to individual standards of the best the child can do.

Education includes all of the child's experiences during all his waking hours. The school is only one of many educational influences exerted upon the child. Education is the highest attainable present living rather than preparation for future living.

In the modern school, subject matter receives less attention and child growth more; the child is more active; cooperation is increased. The test of education is the extent to which children practice in life what they are assumed to have "learned" in school.

The parent-teacher association has been of inestimable value to the schools. It has created a much better and more sympathetic understanding between home and school. It has valiantly defended the schools through the years of depression. May I, as one mountaineer to another one ascending, say *Glück auf*—best wishes on the way up.



## The Fable of the Stomach and the Members

*"...One fine day it occurred to the Members of the Body that they were doing all the work and the Stomach was having all the food. So they decided to strike till the Stomach consented to take its proper share of the work... The Hands refused to take the food, the Mouth refused to receive it, and the Teeth had no work to do. But after a day or two—the Hands could hardly move, and the Mouth was all parched and dry, while the Legs were unable to support the rest. Then they found that the Stomach was very, very important, and that all must work together, or the Body will go to pieces."*

FROM AESOP'S FABLES

Many people today make the mistake about their stomachs that the Members

did in Aesop's fable. They forget the work the stomach does for the entire body. They fail to realize its close relationship with other important organs. They call all manner of ills "stomach trouble" and administer self-treatment based on their own erroneous diagnosis.

The reason for this is the fact that *the stomach is often affected when other organs fail to perform their normal tasks*. Trouble anywhere along the 26- to 28-foot gastrointestinal tract frequently causes pain and distress in the stomach region and gives rise to the symptoms which we refer to as "stomach trouble."

Sometimes, of course, it really is stomach trouble. More often it is not. That's why it is dangerous to attempt self-

diagnosis. That's why self-treatment, or self-imposed diet, might be not only ineffectual, but downright harmful. Leave diagnosis to your doctor. He alone can accurately locate the trouble. He alone can decide how to treat it.

When symptoms of digestive disturbances warn you that something is wrong, *see your doctor*.

**P AR K E , D A V I S  
& C O M P A N Y**  
DETROIT, MICHIGAN

*The World's Largest Makers  
of Pharmaceutical and  
Biological Products*

"THE TEAM'LL GET SORE  
IF I CATCH COLD NOW"



## Here's how to get more help in PREVENTING MANY COLDS



**AT THE FIRST SNIFFLE**  
— or sneeze . . . or any sign of  
nasal irritation . . . Nature's usual  
warning that a cold is threatening,  
don't delay a moment . . .



**Quick! A few drops of  
VICKS VA-TRO-NOL  
up each nostril**



**IT S-P-R-E-A-D-S**  
—blanketing this trouble zone  
with scientific medication, speci-  
ally designed for the nose and up-  
perthroat—where most colds start.

LITTLE BILLY may not know it—but he has a big danger area in his nose and upper throat. In this area—large as the palm of his hand—*3 out of 4 colds start*.

Clearly, then, to help prevent colds, Billy—and you, too—need medication that doesn't just cling to one spot in the nose.

What is needed is scientific medication—specially prepared to act on the membranes which line the nose and upper throat. Medication which spreads over the trouble zone where most colds begin—and grow.

You get this . . . exactly this . . . in Va-tro-nol, the original and exclusive Vicks formula.

### PROVE IT FOR YOURSELF

The moment you apply Va-tro-nol, you can feel its tingling medication as it swiftly spreads through your nose and upper throat.

Aiding and gently stimulating Nature's defenses in this area, Va-tro-nol brings you quick relief from that irritating, sneezy feeling. Used in time, it helps you to



Two Sizes... 30¢ and 50¢

prevent many a wretched cold from developing, and to throw off head colds in the early stages.

### QUICK RELIEF FOR "STUFFY HEAD"

If you didn't get after that irritation in time, and it led to the clogged-up nose which goes with head colds—or if you have the "stuffy head" which often accompanies chronic nasal irritation—Va-tro-nol brings welcome relief. Quickly, Va-tro-nol reduces swollen membranes, clears clogging mucus—and you can breathe again.

### TESTED BY DOCTORS

In clinics among thousands of people—children as well as grown-ups—**independent physicians** have tested Va-tro-nol. These doctors have seen for themselves how Va-tro-nol benefits the average person.

For a brief, fast-moving story of these clinic tests—in which Va-tro-nol was used as a part of Vicks Plan for Better Control of Colds—see the column at the right.

OVER 47 MILLION VICK AIDS TO BETTER CONTROL OF COLDS USED YEARLY

## SICKNESS FROM COLDS CUT MORE THAN HALF!

This startling result is reported from the most extensive colds-clinic ever held. In these clinics—conducted over a four year period—17,353 people took part in tests of Vicks Plan for Better Control of Colds.

This success—sickness from colds cut more than half—was achieved not only by helping to prevent colds with Vicks Va-tro-nol, but also by taking the other important measures prescribed in the Plan.

"Is this news too good to be true?" Vick chemists asked this question four years ago—after the *first* series of clinical tests of the Plan. So they started other tests—which confirmed the first!

Then, they turned this unusual clinic over to independent, practising physicians for a strictly impartial check. It is noteworthy that the most remarkable averages of all were obtained under the doctors' supervision during two separate colds seasons.

### Fewer Colds and Shorter Colds

Averages for the entire clinic—covering four seasons of colds—show that among Vicks Plan followers the number of colds was reduced by about one-fourth (24.66%). Furthermore, the colds they had were shortened by more than one-fourth (28.78%). Just think what that meant in reducing total sickness due to colds—a saving of more than half (50.88%, to be exact). Even greater was the saving in school absences due to colds (57.86%) . . . a fact demonstrated in tests among 7,031 children.

Not only did Vicks Plan followers win on all these counts—but they won in open competition against all sorts of treatments for colds. For their records were checked against equal groups—equal in number, age, sex and living conditions—who were free to deal with colds as they saw fit, using any other method or remedy they chose.

### What Is Vicks Plan?

Vicks Plan is a practical home guide—designed especially to help mothers in dealing with the family's colds. Here, briefly, is its outline. (Complete directions for following the Plan come in each Vicks package.)

**1. TO HELP PREVENT MANY COLDS**—Build resistance by following the simple health rules described in the Plan. And when a cold threatens, quick! use Vicks Va-tro-nol, the scientific aid in preventing many colds. (See section at left of this column.)

**2. TO HELP END A COLD QUICKER**—For the cold that gets by all precautions, Vicks Plan prescribes not only sensible, easy-to-follow rules of hygiene, but also prompt use of Vicks VapoRub—the modern *external* treatment for colds. Just rub it on the throat, chest and back at bedtime. VapoRub relieves the cold two ways at once, by its combined vapor-and-poultice action. Often, by morning the worst of the cold is over.

### Vicks Invites You to Hear Nelson Eddy on Sunday Evenings

The originators of Vicks Plan for Better Control of Colds invite you to listen in to Vicks Open House—with Nelson Eddy, famous singing star of screen and radio. Every Sunday at 8:00 p. m. (EST) Columbia Network coast to coast WABC, etc. Remember to dial in...Remember, also, to—

**Follow Vicks Plan  
for Better Control of Colds**

(Full details in each Vicks package)

## • THE ROBINSON FAMILY •

### New Friends for Old

by  
**Marion L. Faegre**



ILLUSTRATION BY RUTH STEED

THE telephone's sharp summons made Molly leap to her feet to answer. After a somewhat prolonged and giggly conversation she said, "Wait a minute, and I'll ask Mother."

"It's Irene," Molly explained. "She wants to know if I may go over there to study and stay all night. Please, Mother, can't I go?"

"Oh, Molly, you know I'd rather you wouldn't on a school night. You girls will talk till all hours, if you get together."

There was a little more pleading on Molly's part, but a well-established rule had made her, from the start, very dubious about getting her mother's consent.

"After all, you left Irene only a half hour or so ago," remarked Mrs. Robinson. "You never seem to get enough time together, yet you're with her practically all the time you're out of school. Why do you like her so much better than Patsy or Anne?"

"Oh, Mother, can't you see she's more fun? They're so tame in comparison. Why, she's lived in New York, and she has so many of the same ideas that I have. We've just got more in common, that's all."

After dinner, when Tommie and Nancy were in bed, I called for Mary on the way to a concert. We were hardly in the car before my sister broke out.

"I'm so bothered about Molly," she said. "Since that new girl, Irene, moved here, they've been all but inseparable. Molly has just about deserted her old friends, and has no time for anyone but Irene."

"What kind of girl is she?" I wanted to know.

"Oh, I suppose she's all right, but she seems to me awfully sophisticated for fifteen. Molly certainly has been putting on airs, and getting extremely

fussy about her clothes, under Irene's influence. If they saw each other occasionally it would be all right—it's this constant hobnobbing together that worries me. I hate to think that Molly's old friends are being snubbed in favor of a newcomer."

"But, Mary, have you stopped to think that Molly is at the age when one friend is likely to become all-important? I'd be inclined to be glad, if I were you, that she hasn't a desperate crush on some older girl, whose habits and ideas might influence her to be cravenly dependent. With this girl, she's at least on equal terms in years, and grade at school."

"Yes, but her way of living has been so different. Irene reads a lot of popular novels, and is simply devoted to some of the radio and movie stars. Don't you think it's unhealthy for them to be so passionately eager to follow the lives and doings of those celebrities, whose affairs are so far out of the children's realm?"

"Now, Mary," I chuckled, "you know well enough it's age-old stuff for young girls to idolize stars and celebrities! If you think Molly's any different from what we were at her age, you're mistaken. Don't tell me you've forgotten how our little friend Jane used to wear the symphony conductor's photograph in her locket, and how awed we all were because she knew him to speak to."

"Girls of that age have to have someone to idealize, and they aren't going to confine themselves to the saintly heroines, the Nightingales and Jane Addamses, by a long shot. Molly's just a fine, all-around girl, going through the proper phases at the proper time."

"Oh, I suppose so," sighed Molly's mother. "But it's so hard to have any perspective when it's your own daughter, and you care so much to have her develop in the very finest way."

"You ought to be glad," I went on vigorously, as I let out the clutch after a long wait in the traffic, "that Molly has never shown any marked tendency to withdraw and shut herself away from all contacts, as I've seen not a few girls do. Often the natural development of interest in oneself, and one's own powers, that comes with adolescence, is the forerunner of sword's point relations with one's own family. Girls are likely to show it oftener than boys, and I've seen mothers who were distressed with some reason—they just couldn't seem to help responding to it by oversolicitous, watchful, anxious behavior themselves—over the negative, stubborn, inward-turning conduct of children who seemed suddenly to have become changelings. Once that phase is safely over—which it will be if it isn't made too much of, and if there aren't too many un- (Continued on page 22)

## HELPING THE CHILD WHO STUTTERS

(Continued from page 15)

The following suggestions may be found helpful to teachers in classroom work with stutterers:

(a) Requirements should be kept within the child's power to do well.

(b) At first let the stutterer indicate when he would like to respond.

(c) Early in the school year a stutterer may answer questions by one word—yes or no—then in short sentences (all of this with the understanding that the teacher will expect more as weeks go by).

(d) The teacher may read with the stutterer at first, then drop out and let him read a very little alone, gradually increasing the amount.

(e) The teacher may read one line, the stutterer the next.

Children should never be changed from left-handedness to right-handedness. Although such change may not be a cause of stuttering it is a factor to be reckoned with.

It is recommended that a stutterer always leave a class with a feeling of success. Praise is most valuable in boosting the ego and correction should be avoided as much as possible. Speed tests should be absolutely prohibited. A teacher should not be too concerned about grammatical construction in the speech of a stutterer but should work rather to create a desire to talk and for freedom of expression. By talking freely with him about his home life, friends, trips, and interests, she may establish the confidence so necessary to deal with him successfully.

A child who stutters may be given some part in the programs that is within his ability for execution. It may be a non-speaking part at first, as an usher, or a tree, working into speaking parts later. Dramatics have been found to be most helpful in work with these cases, for in play parts the child identifies himself with a non-stuttering character and so frequently is able to speak with little or no difficulty. This is encouraging and may carry over in time into better speech habits.

In some instances, periods of relaxation should be provided for the child at school. The teacher, like the parent, must never call attention to the symptoms by asking the child to repeat or talk slowly, nor is it advisable to anticipate any words he is trying to say. Teachers are asked to discuss the behavior of speech cases with the speech teacher regularly so that they may cooperate along the lines of readjustment. Teachers should take mental hygiene and speech courses so that they may more fully understand the child and his reactions.

## IT'S UP TO US

### What Children Do

by Alice Sowers

Illustrations by CAMILLE MASLINE



"Aren't you ashamed, Wilbur? Look at your sister's card—all A's."



"That's fine, Sam. You've improved a little in almost every subject."

### Sam's marks are more apt to improve

#### Because

Having tasted success and found it good, he will try harder next month. His father looks beyond the B's and C's on the report card. He asks instead, "Did he try? Has he improved?" Wilbur's father, in comparing his grades with those of his sister, may cause him to develop a resentful and jealous attitude toward her. Also, no matter how hard Wilbur has

tried, he never equals his sister's record, so "Why try any more?" Sam, since his father encourages him to compete against his own record, will have a feeling of achievement when his grades improve even a little. If he does better today than he did last week or last month, it means some degree of success and he will be encouraged to try harder.

## THE ROBINSON FAMILY

(Continued from page 21)

helpful features in the environment—the youngster picks out some one friend who is all in all, in whom he can confide at least a part of his new hopes and longings."

"But do children always abandon their childhood friends?" Mary wanted to know.

"By no means," I answered. "But childish friendships are very different from the more enduring ones formed later. Often entirely new persons come into the picture, who have more to

offer than those who have been available in the comparatively restricted surroundings of childhood.

"There! That's a sermon for you! How did you get me started, anyhow? . . . Oh, that new girl. If you think she's fundamentally 'nice,' as you seem to, I'd certainly not worry my head over their intimacy."

**Next Month:**  
**FAMILY CELEBRATIONS**



## WOLF IN SHEEP'S CLOTHING

IT'S only a tiny cut... and the bandage looks spotlessly clean. Even the package it came in is marked "sterilized"!

So it is applied, trustingly—with the least thought of danger.

And yet this bandage may not be as clean as it looks. It may fail to do its part in preventing infection—serious infection with aftermaths so often pathetic and tragic.

The pity of it is that such band-

ages do exist, bandages of unknown make, unworthy of the trust so innocently reposed in them.

True, they are sterilized in an early manufacturing process. But in subsequent cutting and packing, they are apt to be infected by dirty, germ-covered fingers.

So, for safety's sake, do as your own doctor would do. Use only the first-aid products of known and reputable concerns. Johnson & Johnson is one of them.

All Johnson & Johnson products that are marked sterilized—Red Cross cotton, gauze, bandage, etc.—are not only sterilized in the making. *They are sterilized again after they are put in the package.* After that, yours are the first hands to touch them.

Buy J. & J. Red Cross products with confidence—from your druggist. And if there is any doubt in your mind of your ability to care for a wound, consult your physician.

*Knowing how important it is to keep germs out of open wounds, I would insist on a dressing being sterilized after it is packed. I would also demand the services of a doctor.*



RED CROSS  
GAUZE



RED CROSS BANDAGE



RED CROSS  
ABSORBENT COTTON

*Sterilized after packaging. 1-yd. size 15¢... Soft and absorbent. Used as a wet or dry dressing for cuts or burns before bandaging. Completely wrapped in tissue.*

*Sterilized after packaging  
2 in. by 10 yds. 10¢  
Tightly rolled for easy application.  
Used to hold dressings in place  
... "Neat Edge" prevents ravelling.*

*Sterilized after packaging. 2-oz. size 15¢... Long-staple virgin cotton, generally used for cleaning wounds or applying antiseptics. Protected by tissue wrapper.*

Don't risk infection... be safe with **Johnson & Johnson RED CROSS PRODUCTS**

## LET'S FACE THE PROBLEM OF CHEATING

(Continued from page 7)

impel to dishonesty. At present the problem is not receiving anything like the objective investigation it deserves. If one talks with parents, teachers, and children in the effort to discover why there is so much cheating in school work, he finds reaction to strain the most common explanation. This is not always expressed in these words, but it is clear that what is meant is that the child feels hopeless in his efforts to meet the requirements unless he gets help or uses advantages that he is not supposed to have. The attention in many schools given to grades, the importance that these have in the minds of many parents, the effect of so overcrowding the teacher that she cannot give the individual attention needed, and the inability of the school to deal with cases of special disability, are conditions that encourage cheating.

The feeling on the part of the child is that any way out is justified, especially when it seems to him as if the school-teacher, who must know what is happening, makes no effort to get behind the papers handed in or other requirements in which cheating occurs. The child persuades himself that what he does is not a matter of much importance. He does not think of it as being dishonest in the way he would think of other forms of cheating.

Changes in the school program that would relieve tension and permit greater individual treatment of the child would undoubtedly lessen the impulse toward cheating. It is the author's belief also that there is a constant temptation, as a result of educational ambition, to keep requirements for the mass of children precociously advanced, thus creating difficulties that would not occur if the requirements were closer to the normal growth of the average child and were achieved more slowly and more thoroughly. The exceptional child would need more freedom than the school routine established for the average progress. Tension would be thought of as of all things the most harmful happening in our schools because of its effects upon the nervous and mental life during the growth processes of childhood. School success would be measured not by the number of children who have been led to the fulfilling of certain arbitrary, formal requirements but by the proportion of those who have found the joys of achievement in intellectual fellowship with the teacher.

It is always difficult to get a highly organized, institutionalized undertaking to hold consistently to such a program. So far as any school surrenders its ideals as a creative educational influence and is satisfied with mechani-

cal normalistic attainments, it not only gives a motive for cheating but builds a policy contrary to mental hygiene principles.

The requirement of home work is one of the ways this strain is put upon children. Teachers assign work to be done out of school without regard to the assignments of their colleagues. The total amount, faithfully done, would often take all the free hours of the child. It seems unreasonable to the child, and often it is. Home work is not educationally worth the time it takes from the child. It antagonizes other interests of his which are certainly of equal value in his normal development. Home work, as it actually functions in many schools, shows that we are still teaching subjects rather than educating children.

When one talks with teachers about school pressure that stimulates the tendency toward cheating by children,

Low marks at school, often arbitrary and fundamentally insignificant in the growth process of the child, are by some parents taken with great seriousness, and in one way or another the child is punished for what is counted as failure. Some teachers are quite willing to have this parental pressure because it makes it easier for them in their work, especially when they have an excessive teaching load.

Recently two teachers, talking over the cheating of one of the students, laughingly told each other the tricks and schemes they had used to get high marks with little effort during their college career. To them cheating meant merely a clever way of getting on. This same attitude is found in some American homes where the parent sets the example of dishonesty as he meets his adult obligations and the child does the same in his sphere. Certainly this idea of getting by with any means at hand characterizes the life attitude of a great many Americans. From such a background children cannot be expected to have strong or high ideals of honesty. It is unfair, however, for the schools to attempt to escape blame for the present situation by pointing to the low standards of such homes. For the most part these parents have had public school opportunities, and although school education cannot be held wholly responsible for determining their willingness to do almost anything to get by, one certainly cannot insist that it has no responsibilities or influence either toward or away from such life sentiments.

The most dangerous element in school cheating, when it occurs, is the code of children regarding it. They have generally come to feel that they should not interfere with other children's cheating. Indeed, it is hard for them to refuse to help their schoolmates cheat when request for assistance is made. The honest child even finds himself the victim of a social code that requires him to protect the cheating of others. His honesty may make him unpopular. His disclosure of another child's dishonesty, even when he is put on his word of honor and forced to testify, means often that he becomes an outcast among his mates. An education that fails to break down such a social atmosphere as this cannot send into life graduates who advance American civilization.

School cheating as a topic should be placed upon the programs of our parent-teacher meetings. Frank discussion will certainly help. It will tend to bring the schools and homes together in an allied attack. It will also uncover conditions that are stimulating school cheating—situations that can be changed.

\* \* \* \* \*

*This Article May Be Used to Supplement the Program Outlined on Pages 44-45*



# It costs a lot to bring up that child

*...but still they can afford a complete  
movie record of her growing up*



**LUXURIES**, extravagances are taboo now. Their household budget has had a lot of pruning since baby arrived.

But even on their limited income they are able to afford a movie biography of this important newcomer. For home movies now cost so little—thanks to the development of a new camera and film.

Ciné-Kodak Eight has taken them out of the "luxury class" . . . made them fit modest budgets. It was de-

signed especially for all those people who have wanted to make movies—but thought they were too expensive.

With this new camera, movies cost but a few cents a scene. Let your dealer show you the Eight and the pictures it makes—today.

**Now gorgeous full-color  
Kodachrome for Ciné-Kodak Eight**

Just load your Eight with Kodachrome, and "shoot." Color movies are as easy to make as black-and-white. No extra equipment is needed for all ordinary shots. The color is in the film . . . Eastman Kodak Company, Rochester, N. Y.



• A NEW TYPE OF CAMERA and film makes inexpensive home movies possible. A twenty-five foot roll of Ciné-Kodak Eight Film runs as long on the screen as 100 feet of amateur standard home movie film. The Eight makes 20 to 30 black-and-white movie "shots"—each as long as the average scene in the newreels—on a roll of film costing \$2.25, finished, ready to show. Ciné-Kodak Eight is small, sturdy—costs but \$34.50. As easy to use as a Brownie.

## Ciné-Kodak Eight

*... home movies at less than 10¢ a "shot"*

# More Digestible Than CORNSTARCH PUDDING



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... and ROYAL Pudding cooks completely  
in 5 minutes . . . without lumping

that of the best homemade pudding. Best of all, Royal Pudding is easy and quick. Just add milk and bring to a boil. In 5 minutes, it's fully cooked . . . completely digestible. Buy a package of Royal Pudding today.

**FREE—Beautiful New Illustrated Recipe Book:** Send front from Royal Pudding package with name and address, and receive free copy of "Royal Desserts and Salads." Royal Pudding, Products of Standard Brands Inc., 691 Washington St., New York, Dept. R410.

•ARROWROOT—the base of Royal Chocolate Pudding—differs from most other starches. It cooks quickly. And it digests much faster . . . easier than cornstarch or tapioca.

You'll have no trouble with lumps, either, when you make a Royal Pudding. The arrowroot keeps it smooth as velvet . . . gives it a flavor as fine as



## ROYAL PUDDINGS CHOCOLATE VANILLA

## CHILDREN AND COMMUNITY RESPONSIBILITY

(Continued from page 9)

can accept happily and freely the basic social right that anyone who enjoys the benefits of a situation must also share its responsibilities.

A THIRD and still more difficult learning for the parents must form the basis for genuine opportunity for children to take responsibility to their homes and in their communities. Parents must learn to be willing to have their children grow to a point where they do not need their parents except as friends. This does not mean that parents will learn to feel useless, but that they will build up compelling interests for themselves, just as they aid their children in building up compelling and worthwhile interests.

No adult, not even a loving father or mother, however wise, can prevent a child from transforming his experiences into a life; nor can any guarantee be provided that experience of a negative kind will be transformed into positive values. There are many instances which might be offered as data to show that what appears as desirable experience in general may be transformed by a particular child into a base life. On the other hand, instances could be multiplied to show that experience which appears to be undesirable has been transformed by a particular child into a good life.

The best guarantee that children will learn to accept community responsibility cheerfully, and discharge those responsibilities faithfully, is based upon (1) knowledge of growth needs of children in general, plus knowledge of each child's particular needs; (2) willingness on the part of adults to live by what is known, and to accept the long process of growth, rather than attempt the shorter and apparently more effective process of autocratic control, which may be effective only so long as the autocrat is in sight. Genuine education in its very nature includes learning on the part of each individual involved in the process. Education at home is not genuine education unless the parents as well as the children are learning. Education at school is not genuine education unless the teachers as well as the children are learning. Some of the lines along which the adults must learn have been indicated in this article. Those along which the children learn are better known to the readers of this magazine.

More and more it is becoming apparent that there are no rules or recipes for insulating children against indifference to community responsibility. It is also apparent that there are no guarantees that any particular procedure will develop skill and will-

ingness to carry a due share of community responsibility.

But as we learn more about human nature, we are heartened by the possibilities latent in each human being, and by consideration of the development which adults and children truly share, in both the planning and the performance of family and community responsibilities. It is not conceivable that we shall ever enjoy our possibilities as human beings until the young are received hospitably, and led wisely and generously in defining purposes. We must plan the best ways to achieve those purposes, and interpret creditable as well as faulty outcomes of effort. Each generation must have a free opportunity to contribute to planning family and community responsibilities, as well as performing them. There is no convincing evidence that human nature has changed in any way that would account for apparent resistance to family and community responsibility, but rather that skill in education at home and in the larger community has not developed as rapidly as the complexity of the problems of education.

### SUGGESTED READING

Kelly, Alice. *When Big Sister Cares for Baby*. NATIONAL PARENT-TEACHER MAGAZINE, September, 1935.  
Lewis, Dora S. *The Well-Managed Home*, NATIONAL PARENT-TEACHER MAGAZINE, October, 1935.  
Parker, Marion. *For Homemakers*. NATIONAL PARENT-TEACHER MAGAZINE, September, 1936.  
Sherman, Mandel. *Early Training in Home Membership*. Parent Education Third Yearbook. Washington: National Congress of Parents and Teachers. \$1.

## DECLARATIONS OF INDEPENDENCE

(Continued from page 11)

until he was putting in his evenings making charts of weather conditions from information taken down regularly in his notebook. And, instead of idly loafing on the corner, his crowd spent a lot of time in his study (looking more like a junk yard for airplane wreckage than anything else) which became their favorite gathering place. As host and interpreter of the inner secrets of flying (with Jeannette as partner), Jack was his own man's man at last.

It was really very simple, after all—merely putting the old familiar idea of substitution to work. We all had used it, when our children were small, giving them rattles to save the bric-a-brac. But, in common with most parents, the time (Continued on page 28)



# DEFENSE!

COME what may, no one is going to pass goal-tender Dorothy! Thanks to sturdy arms and legs, a keen eye, a body radiant with active health, she'll see her team to victory.

In meeting the modern food requirements of child health, more and more mothers are learning of the important place canned foods hold. For canned foods, as your doctor will tell you, retain in high degree their vitamin and mineral content.

This is because these foods are sealed-cooked—cooked in the can *after* it is sealed, a process that greatly conserves essential nutrients.

Minerals, for instance, that are soluble in water can be lost in the home method when the cooking water is poured away. But, in canned foods, only a limited amount of water is used, and these minerals are thus retained within the can.

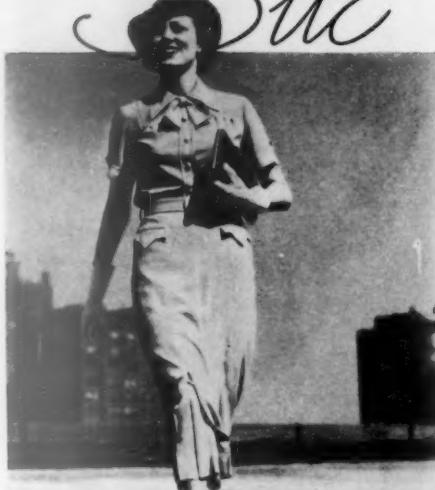


The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Council on Foods of the American Medical Association.

*Home Economics Department*  
**AMERICAN CAN COMPANY**

230 Park Avenue  New York City

# SHOPPING WITH SUE



Here is what I learned about personal hygiene accessories. You can have complete confidence in these intimate items.

*Susan Lee*  
Shopping Expert



## For Utmost Comfort

Perhaps a friend has told you about the pinless Kotex belt. It's truly a new design for living! Dainty secure clasps prevent slipping. The belt is flat and thin, adjusts to fit the figure. This gives self-balance—you can bend every-which-way without harness-like restraint! Yet this extra comfort and safety costs nothing extra. 2 types: Kotex Wonderform at 25c; De Luxe at 35c. "Cheap" belts can't compare, because inferior grades of elastic fray and wear out—make for the discomfort women dread.

## For Personal Daintiness

 If you've listened to the radio story of Mary Marlin, you've heard how Quest, the *positive* deodorant powder, assures all-day-long body freshness. And being unscented it can't interfere with your perfume. You'll want Quest for under-arms, feet, and on sanitary napkins—it doesn't clog pores or irritate the skin. Buy Quest, and you'll agree 35c is a small price for the personal daintiness women treasure.

## For the Last Days

Here's something new that's gaining favor with many women. *Invisible* sanitary protection of the tampon type—and the name is Fibs. They are a product of the famous Kotex laboratories—the best recommendation I know for hygienic safety. Perhaps you'll want to try Fibs when less protection is needed. They're absolutely secure—may be carried in your purse for emergencies. Box of 12 is 25c.

**A Gift For You!** In fact, three gifts. One is a booklet by a physician, "Facts about Menstruation". The others are "Marjorie May's 12th Birthday" (for girls of 12) and "Marjorie May Learns About Life" (for girls in their teens). They give facts in simple, motherly manner for you to tell your daughter. All are free—write for the ones you want. Room 1491, 919 N. Michigan Ave., Chicago.

## DECLARATIONS OF INDEPENDENCE

(Continued from page 26)

came when we ceased doing it, for one reason or another, and left the way open for bigger and better declarations of independence.

In Jeannette's case, a hobby served her purpose. It might have been any one of a dozen things—anything to provide an outlook for maturing powers. In our particular community, Scouting is much in vogue; all the boys go in for it. In others it may be 4-H clubs, or water sports, or music ensembles—or the old familiar "home responsibilities." What difference does it make, so long as it works?

I recall one mother whose anxiety hinged on her son's feeling that he just must have money to bolster his ego and put him on a par with his older brother. A market garden of vegetables solved her problem by providing both adult occupation and income. The case of the precocious daughter of the Seymours is another example of providing a wholesome approach to adult living. At thirteen, Betty was socially and intellectually the equal of any boy four years her senior and her interests and abilities were far in advance of any girl in her own age group. Pretty and popular, a leader in work and play, she was eager for boy friends. Her parents took intelligent, constructive action. They assisted their daughter in organizing a Players Club (with her home as center), reserving only the right to pass on hours of meeting and, as honorary members, to attend and participate in any or all of the club activities. No doubt you have known of similar challenges to parental poise and ingenuity, each unique in its own way and calling for its own peculiar mode of adjustment.

There was for me and my son Peter, at twelve, the matter of cigarettes—the usual thing, furtive, hide-away playing at being grown up. In a little talk I reminded him of the danger of fire, asked him and his friends (for of course he wasn't alone in it) to confine their smoking to our home, set the stage for openness, and made smoking a matter-of-fact, commonplace thing. With the glamor gone, no appeal was left, and Peter's desire to smoke died an easy and natural death. But not without pain to me.

Then there is the familiar—and always good—device of using home responsibilities as a means of aiding psychological adulthood. In this connection I must tell you of the success one mother had in training her children to make decisions. She hit upon the idea of taking them into partnership with her. Having the lion's share of the responsibility for their guidance, she took time to talk over the

pros and cons of her own decisions. She tried to help her children to see that the free adult is only as free as his own good sense and balanced judgment permit him to be; that people don't just do whatever pops into their heads to do—even if it does sometimes appear so.

She made a practice of calling together the whole family—the father included—and asking them to help her think through some problem. An invitation to be away from home for the week-end had come for the time when her club was to meet with her—and she had had to postpone having them the last time. What to do? Or it might be a question of whether or not to discourage the two or three thoughtless members of Dorothy's crowd from making her house a parking place. Or, considering the family's finances, could there be a vacation for anyone this year?

To any and all such questions the contributions of even the youngest were always given their due meed of respect and consideration. Of course (and this mother was wise enough to know it) no such scheme can be gone into without the sense of values that comes from good judgment and knowledge of the psychology involved.

It is a mistake to lay too heavy burdens on young shoulders and weighty problems of involved economics or of complex social intricacy which may be too much for immature minds. I know many parents who take this too seriously, however, and go on preventing their children from facing realities. This is only to go the way of least resistance. Even strong meat may be digested if taken in small amounts. And no child ever moved toward adulthood in a maze of fantasy.

The amazing success of this family in avoiding the pitfalls of modern child rearing moved me to ask my friend the secret of her reasoning in the matter. Laughingly she replied that there were no secrets—only patience and understanding and trust. "Oh, yes, there must be trust," said she, "and patience to make haste slowly. Growth, you know, takes time. My father was an expert horseman and I learned a long time ago to drive with an easy rein."

Now, doesn't this bring us to the nub of the thing? That we must take time to let growing minds develop poise, that children need guidance but not too much restraint, that "easy does it" with impetuous youth, and that, most of all, we need to keep our own poise, so that no emotional dependence on our children's need of us shall make us jealous of their growing independence.



## "...HE'S RUNNING ON HIS NERVE!"

ANY youngster hates to be beaten — hates to give up. That's why children too often keep on running or playing after their normal supply of energy is exhausted. It's a fine display of grit . . . but when those last reserves of energy are drained the effect may be serious.

Don't deny your child the healthy activity of games. Instead — make sure his intake of food-energy is ample to keep him going full speed!

That's what Manatone is for. It is a concentrated food drink containing the needed body-building elements in easily assimilated, delicious form.

Exceptionally high in food value. Its calorie content is six times that of pure milk.

Manatone has been perfected in the McKesson laboratories, and its remarkable nutritional value

has been thoroughly proved by scientific feeding tests.

It is made from spray-dried, emulsified bananas, coconut meat, malt, concentrated milk whey, dextrose, lactose and highest grade cocoa. It supplies every known vitamin. It retains all the needed minerals, all the valuable enzymes of banana, coconut and malt. Vital food elements in natural, easily digested form.

Give your children this ideal energy-supplement to the diet. Mixed with hot or cold milk it is a delightful drink, with a new flavor every child loves. Almost at once you can look for signs of increased energy and a gain toward normal weight.

At good drug stores everywhere. Large 14-oz. can, \$1. If your own druggist can't supply you, send 10 cents with this coupon.



**McKESSON & ROBBINS, FAIRFIELD, CONN.**  
Manufacturing Chemists since 1833 Dept. PT-10

Please send me a generous sample of Manatone.  
I enclose 10c to cover postage and handling.

Name \_\_\_\_\_

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**"YOU CAN DEPEND ON THE QUALITY OF ANY McKESSON PRODUCT"**

# Mothers!

here's a hot  
whole wheat cereal  
children are glad  
to eat!



And more important,  
it's "double-rich" in  
vitamin B which . . .

RALSTON is so much more than just a delicious cereal. It's a wholesome, valuable food for all the family—one which does more than any ordinary cereal can do to keep children and grown-ups in the best of health.

That's because Ralston is a hot whole wheat cereal, "double-rich" in vitamin B. As a hot cereal it is more satisfying, more sustaining, a better start for busy days. As a whole wheat cereal it helps to build strong bones and teeth, healthy flesh—energy and endurance.

"Double-rich" in vitamin B, it provides just twice as much of this vitally important element which aids digestion, creates appetites, helps prevent nervousness, promotes all-around health.

For healthy, happy mealtimes—serve Ralston regularly. For all its extra value, it costs no more. Cooks quickly, too.

Wouldn't you like to try "double-rich" Ralston Wheat Cereal and Baby Ralston without cost? We will gladly mail you two sample packages, free. Send your name and address to Ralston Purina Company, 1439 Checkerboard Square, St. Louis, Missouri.

*Tune in*

TOM MIX RADIO PROGRAM  
N. B. C. RED NETWORK 5:15 P.M.  
MON. TO FRI. INCLUSIVE—STARTING SEPT. 28

## RALSTON

WHEAT CEREAL

*The hot cereal children love to eat*

**BABY RALSTON**—the ideal starting cereal—farina enriched with calcium, iron and vitamin B. Palatable. Easy to prepare.



## MUSIC ADVENTURES WITH THE PRESCHOOL CHILD

(Continued from page 13)

One tiny toddler who had just learned to walk added to this accomplishment walking on tip-toes. Barefooted, he loved to stretch high on his little toes. His mother added the song, "Tippy-toes, Tippy-toes, See how high my baby goes!" by Cumpson, singing in exact rhythm with the baby. He crowed, laughed, and clapped his hands, demanding this sport over again. One evening, after singing as usual, his mother substituted a slow "tip-toe" march at the piano. When, later, she played this at another time of day, the boy came in, listened, then tried to walk in time to her music.

There are almost unlimited possibilities for this satisfying rhythmic play: the little girl rocking her dolly, the little boy riding imaginary ponies, to the accompaniment of the radio or phonograph. Such simple beginnings lead to running, galloping, hopping; bouncing a ball to music, piling up blocks, rowing a boat, or dancing with balloons and scarfs.

Even the tiniest infant enjoys exercising gently to soft singing. Tapping a rattle on his hands and feet as accompaniment to music is also stimulating. The bath hour is an excellent time for these activities.

Joy comes at first by simply adding music to the act itself; for instance, to walk, run, or jump to music. When the physical responses are more nearly mastered, additional pleasure comes from walking like a bear, running like a fairy, or jumping like a rabbit. These rhythmical bodily responses will free tense muscles and result in poise and natural grace. Above all, this freedom of body brings a mental freedom, and emotional feeling of power, control, and balance.

Three types of material may be used. First, many songs and old-fashioned singing games suggest physical activity. Second, the mother may play simple melodies for the child to interpret. Third, if the mother cannot play, she may turn to the phonograph for aid. One or two rhythm records, carefully selected, will provide all the material necessary.

### LEARNING TO LISTEN

IN addition to these singing and rhythm experiences, the child should learn to enjoy listening to music performed by others. With games he is led to "listen." He can guess whose step is on the stair, whose voice sings "hello," or guess what article in the room Mother is tapping. Listening to different sounds out of doors, to the sounds of the street, and the bells and whistles of the city, enlivens the game and trains the ear.

The phonograph brings to the child short excerpts from the world's best music literature. These beautiful melodies and strong rhythms, and the various instruments which play for him, soon become his friends. The child chooses favorites to listen to over and over again. Fascinating stories about these selections and the composers who wrote them may be found in the "Music Appreciation Readers," by Kinsella, and in "Great Musicians as Children," by Schimmer.

The child learns that music can be happy or sad, fast or slow; it may suggest prancing horses, elves, or elephants, and pictures of bees, birds, or flowers. "The violin sings a lullaby this way"; "A big bell rings here, a small bell there"; "This is the drum"; "That is a horn"—on and on he goes. Any child enjoys the sense of possession such knowledge gives him. With it he is acquiring an appreciation of beauty which will never be lost, for it will later enrich many hours of his adult recreational life.

If the child is taken to musical performances outside the home, see that he is comfortably seated. He should never have to "sit still and listen" too long at a time. The advantage of the phonograph over concerts is that the records made for young children seldom call for long periods of attentive listening.

Children enjoy visiting the local music store where they may see instruments for themselves. A visit to the museum will show how pianos looked in Grandma's day. A large pipe organ and the bells in an old church tower will also prove interesting.

If the mother uses the radio extensively, she needs to be informed correctly as to the best programs broadcast. The National Broadcasting Company issues a manual describing the selections used in the excellent programs conducted by Dr. Walter Damrosch. There are numerous other helps in choosing programs wisely.

#### THE LITTLE CHILD AND THE MUSICAL INSTRUMENTS

THERE remains now the task of introducing the child to musical instruments, and arousing in him a desire to perform on one. In the nursery schools, this step is taken with the aid of rhythm band instruments. The drum, tambourine, triangle, and cymbals are used. Played singly at home, these lose some of their charm, but any mother can invite other children to join in the band for the good of her own child. A home orchestra, with children, parents, and grandparents all playing together is a real inspiration. For such a play, *Rote Pieces for the Rhythm Band*, by Diller and Page, will furnish pleas- (Continued on page 32)



• "Well—well! It looked like we were going to have a kind of unexciting morning—but see what brother's just found . . . a can of Johnson's Baby Powder! Goody! . . . I'll see if I can't swap my spoon for a sprinkle from his can! . . ."



• "Empty! . . . We might have known it—it was too good to be true! I was almost beginning to feel that lovely, silky powder sliding down my back, and all smooth and tickly under my chin. Just a dream—that's all."

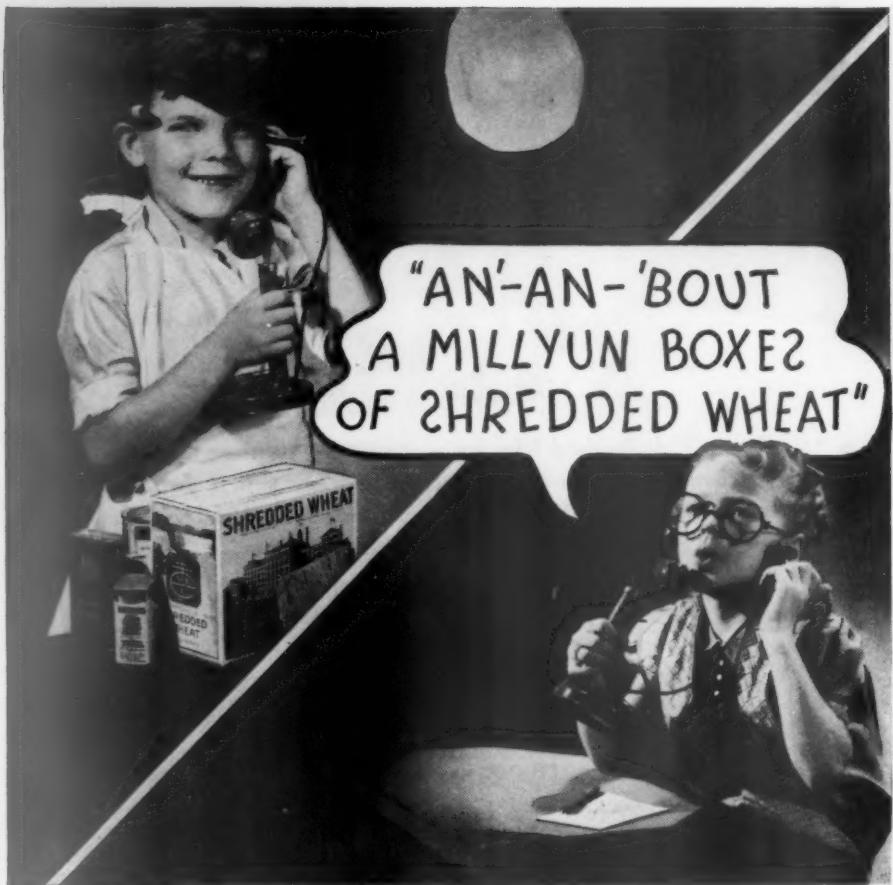


• "Look—do you see what I see? Mother coming with the honest-to-goodness, full-up Johnson's can. She's shaking some powder into her hand—bet she likes the feel of it, too! Baby! . . . the darkest hour is just before the dawn!"



• "I'm Johnson's Baby Powder—I keep a baby's skin soft and smooth as a rose-petal—protected from chafing and rashes. I'm made of the softest, finest Italian talc—no gritty particles and no orris-root . . . Johnson's Baby Soap and Baby Cream make babies happier, too. And don't forget Johnson's Baby Oil for tiny babies!"

Johnson & Johnson  
NEW BRUNSWICK, NEW JERSEY



**STOREKEEPER:** Yes, mam. Is that all?

**MRS. JONES:** Why—isn't that enough?

**STOREKEEPER:** Well, my mom—I mean, us Grocers—think it's always a good idea to have a couple of extra boxes handy. You oughta feed it to your children all the time. It's got essenshul food elements.

**MRS. JONES:** That's nice. An' are they s'posed to be good for you?

**STOREKEEPER:** Yep. Take proteins, for instance. They make your bones strong. An' carb'hydrates—they make your muscles strong. An' min'rals salts an' vitamins—well, they sorta pep you up an' make you feel good. An' Shredded Wheat's got all those things 'cause it's 100% whole wheat.

**MRS. JONES:** Seems to me, Mr. Storekeeper, you think you're pretty smart.

**STOREKEEPER:** Well, that's another thing. One of the reasons I'm so smart's on account of I eat Shredded Wheat every morning, myself.

MORE THAN A BILLION SHREDDED WHEAT BISCUITS SOLD EVERY YEAR

# SHREDDED WHEAT



**A Product of NATIONAL BISCUIT COMPANY**  
Bakers of Ritz, Uneeda Biscuit and other famous varieties!

Ask for the package showing the picture of Niagara Falls and the red N. B. C. Seal



## MUSIC ADVENTURES WITH THE PRESCHOOL CHILD

(Continued from page 31)

ing folk tunes, piano accompaniments.

For the reproduction of tiny song phrases, water glasses tuned to produce several tones of the scale form a splendid beginning instrument. A toy marimba, chimes, or a small psaltery are very easily played. Care should be taken in selecting musical toys. Whatever the instrument, the tone quality should always be lovely. *Creative Music in the Home*, by Coleman, is of invaluable assistance in this creative play.

It is only a step from these experiences to finding tunes at the piano. Let your little boys and girls use the piano freely, experimenting with combinations of tones, melodies, and chords. Interesting duets to play with the three-year-old beginner will be found in *Pianorhythms*, by Davis. *Songs and Silhouettes*, by Pendleton, contains tiny rote tunes for tiny tots to play.

### WAYS TO MAKE WAY FOR MUSIC PLAY

**T**O mothers reluctant to undertake this music recipe alone, it is suggested that studying in groups may prove more interesting. Such a book as *Music for Young Children*, by Thorn, might well be used as a basis for study.

Naturally, any mother interested will want to know just when she is going to do all this. If the children can learn to pick up toys to music, and to sing whenever they have work to do, surely the mother can learn to sing as she cleans, mends, or prepares the vegetables for dinner. The tired child learns to relax to some quiet melody played during a rest period. That rather trying time, just before the lunch hour, is a splendid one for letting him play a few records on the mechanical instrument, all by himself. Immediately after dinner at night is a good time for all the family to join in a short musical adventure. Children who have had the benefit of some of this play with music will think of their homes in later life in terms of many happy hours.

Let us equip our little boys and girls with songs for their hearts, and rhythms for their bodies, so that they may be helped to win the daily battle against depression, loneliness, and unhappiness.

• • •

(A list of publishers and prices of the materials mentioned in this article, together with an additional list of music and books, is available on request. Send three cents for postage to the Editorial Department, National Parent-Teacher Magazine, 52 Vanderbilt Avenue, New York City.)

## PLANNED WEEK-ENDS

(Continued from page 17)

their growth chemical changes in the food that are both disagreeable and potentially dangerous. But with regulated cold to help us we do not need to fear them.

We have spoken of the saving in time which these refrigerators make possible in meal preparation and serving. The other saving is in money in two ways. One of them is that with such help one can buy foods in larger quantities to get the price advantage. The amount saved may be small, five or ten cents on each purchase, but these small savings will help to reduce the food bill. Also, you can get better quality, for you can buy when you see perishable foods at their best in the market even though you do not need them on just that day. Then the other great saving of food money is the elimination of waste, for with a little care and imagination nothing edible need be thrown away. Only, don't just have the odds and ends reappear without any variation. Fruits and leftover desserts can be combined. Other foods may be combined in hashes, scalloped dishes, and salads; or small amounts can be put into a stock pot which will furnish good hot soups for the family, with much variety of flavor. Our grandmothers used to keep a large kettle simmering gently on the cook-stove, into which they put the odds and ends of food, in that case depending on heat to save the left-overs. We have to use a different method as we do not have a cooking fire so continuously nowadays. So store together all your cold left-overs such as meat, vegetables, and cereals and then simmer gently for at least an hour, season, and strain. You will be surprised at some of the interesting flavors that you will get.

## Coming in November

### Parents, Children, and Schools

by John W. Studebaker

The United States Commissioner of Education writes on the large extent to which parents' attitudes toward a child's school determine the part which the child will play in school. This article is particularly timely for the observance of American Education Week, November 9-15.

### Books to Grow On

by Lena Barksdale

A fascinating article on old books and new, and the learning and enjoyment which they offer young readers of the modern world.



## "If you want the truth—

—go to a child." And the old saying is certainly true, isn't it?

Here was the case of a young woman who, in spite of her personal charm and beauty, never seemed to hold men friends.

For a long, long time she searched her mind for the reason. It was a tragic puzzle in her life.

Then one day her little niece told her.

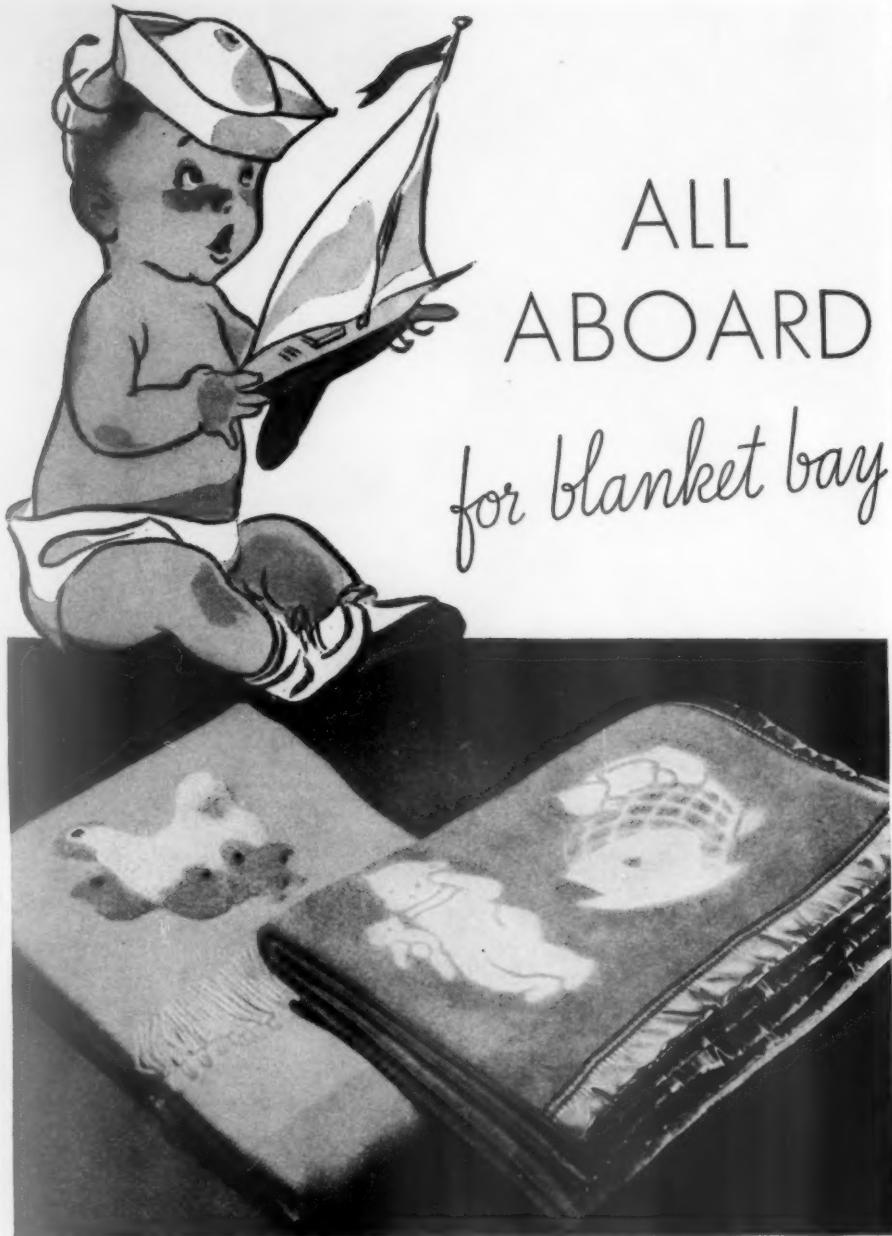
\* \* \*

You, yourself, rarely know when you have halitosis (unpleasant breath). That's the insidious thing about it. And even your closest friends won't tell you.

Sometimes, of course, halitosis comes from some deep-seated organic disorder that requires professional advice. But usually—and fortunately—halitosis is only a local condition that yields to the regular use of Listerine as a mouth wash and gargle. It is an interesting thing that this well-known antiseptic that has been in use for years for surgical dressings, possesses these unusual properties as a breath deodorant. It puts you on the safe and polite side.

Listerine halts food fermentation in the mouth and leaves the breath sweet, fresh and clean. The entire mouth feels invigorated.

Get in the habit of using Listerine every morning and night. And between times before social and business engagements. It's the fastidious thing to do. *Lambert Pharmacal Company, St. Louis, Missouri.*



**A National Anniversary  
October 28**

**I**N October 28, the fiftieth anniversary of the dedication of the Statue of Liberty Enlightening the World will be observed throughout the nation. Preceded by a study in many schools of the history of the Statue of Liberty and by special activities in connection with it during September and October, the anniversary day will be marked by special ceremonies at the statue and by special celebrations in all parts of the country.

To quote John J. Heimburger, Ranger-Historian of the Statue of Liberty: "No object in America today is more widely known nor deeply loved than Bartholdi's Statue of Liberty Enlightening the World. During the fifty years it has stood in New York Harbor it has taken on a symbolism that is very real to American and foreigner alike. By citizens of other countries it has been accepted as a trade mark of America and the symbol of freedom and opportunity. To America, it represents the fundamental concepts of Liberty and Democracy on which this government was founded and through which alone it may be perpetuated.

"This symbolism is not an artificial thing, but one which is inherent in the statue and which has attached to it by natural association of ideas—just as the statue itself was the outgrowth of early French and American relations. French assistance was a material factor in the struggle of the Colonies for independence and in the early years of the formation of our government. With France we consummated our first treaty of alliance; her forces were instrumental in the victory at Yorktown; and throughout the long struggle the sympathy and aid of the French people were of inestimable moral value to the American cause.

"The idea of a memorial to perpetuate this alliance between France and America was proposed in 1865 by Edouard de Laboulaye, eminent French historian and commentator, grandfather of the present French Ambassador to Washington. The Franco-Prussian War intervened but again, in 1874, the idea was suggested by Laboulaye to a group of his friends. The 100th anniversary of the Declaration of Independence was to be celebrated in 1876 and Frederic Auguste Bartholdi, a young Alsatian sculptor, was sent to America to plan a memorial which should be erected by the joint efforts of the two peoples.

"Bartholdi relates that on the voyage he searched in vain for an appropriate idea for the monument. Then, as he entered New York Harbor, he caught the vision of a colossal statue which should stand there at the gateway to the New World representing

**T**HIS lucky young chap has a Baby Pepperell Blanket for every place and every occasion—crib, carriage, play pen, or that moment right after the bath. A blanket wardrobe of four warm, snuggly blankets—to make baby comfortable and happy and to keep Mother from having the jitters. These blankets are made by Pepperell, makers of famous Lady Pepperell Sheets, in any number of designs and at every possible price.

See the tufted designs in all wool in gay nursery colors. You can find a complete selection of Baby Pepperell Blankets at most shops where baby things are sold.

*Write for your FREE copy of the Lady Pepperell Thrift Book. It's full of money-saving tips for you—for baby—for the entire family. Pepperell Manufacturing Company, 160 State Street, Boston, Massachusetts.*



*baby* **PEPPERELL**  
CRIB SHEETS · CRIB BLANKETS

PEPPERELL MANUFACTURING COMPANY, 160 STATE ST., BOSTON, MASSACHUSETTS

the one thing which men had found to be most precious—Liberty."

It is hoped that many parent-teacher associations will feature the celebration at their October meetings. It has been suggested that part of the meeting be given to a brief reading of the story of the Statue of Liberty, followed by a tableau of it, with the French and the United States flags displayed. Although this is a national observance, it offers an excellent opportunity for emphasizing the value of international good-will and friendship. The French people built the statue and sent it to the United States; the American people built the pedestal on which it stands—and the finished work represents the joint effort of the two nations.

A letter has gone from the President of the National Congress of Parents and Teachers to presidents of the state Congresses with regard to the celebration of this anniversary. Many state bulletins will carry information of practical help and interest to local Congress units. In addition, Mrs. A. H. Reeve, chairman of the Congress Committee on International Relations, is editing a story of the Statue of Liberty and preparing a description of a suitable tableau which will be available to local Congress units from the office of the National Congress at 1201 16th Street, N. W., Washington, D. C.

## What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Of what value to children's assuming community responsibility in later years is the practice of allowing them, even when they are quite small, to help with household tasks? 9.
2. How much consideration should we give to children's differences in personality when we choose home responsibilities which they should carry? 9.
3. How can we use the interests of high school boys and girls to give them added independence? 11, 26.
4. What are some of the times in a small child's life when a mother can make use of music and simple rhythms? 12-13.
5. What are some of the causes of stuttering? 14-15.
6. How may a housewife plan her marketing and cooking schedule so that the week-end may be free for her to be with her husband and children? 16.
7. What are some of the reasons why children cheat in school? 24.



"GOOD-BYE, SANDPAPER HANDS!"  
A big wash. Hard-worked hands sore and tender. Natural softness dried out by hot suds, cold winds! But Hinds puts back soothing softeners. Quicker-acting, it smooths chapped hands sooner. It isn't watery—every rich creamy drop does more good!

**Chapped?**  
MAKE SKIN SMOOTH  
SOONER WITH  
QUICKER-ACTING LOTION

**SWEETEST LITTLE FELLOW** gets so chafed at times. Soothe him *sooner* with Hinds. It's quicker-acting—not watery. Every creamy drop brings comfort! After the bath, give baby a gentle rub here-and-there with Hinds. It's good to see his tender skin so smooth again.



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## FREE *The first* One-Piece DISPENSER

At last! The new perfect 1-piece lotion dispenser—free on the Hinds 50c-size bottle—ready to use. Nothing to take apart or put together. Tidy. Simple. No fuss. No bother. No waste. Works instantly. Simply turn bottle upside down—press—out comes Hinds quicker-acting lotion! It puts back the softness that housework takes away. Keeps your hands feeling good, looking grand! Hinds comes in \$1, 50c, 25c, and 10c sizes.

## HINDS HONEY AND ALMOND CREAM

*IS QUICKER-ACTING...  
NOT WATERY!*

# FREE!

## SEND FOR THIS NEW BOOKLET ABOUT THE BOYS and GIRLS OWN BOOK CLUB

The Junior Literary Guild—the only modern literary service for parents who care what their children read—has prepared an attractive new booklet of information for you. It explains fully the many advantages of FREE MEMBERSHIP for your boy or girl in this nationally famous juvenile book club as well as the savings in money, time and effort it brings to YOU. To get your FREE copy of this interesting new booklet mail the coupon below. We will also include a free sample copy of "Young Wings"—the monthly magazine of club news and information about good books for children.

### The JUNIOR LITERARY GUILD Solves a Problem Every Parent Must Face

The Guild relieves you of the responsibility and uncertainty of selecting books suitable for your child's reading. It provides your child with entertaining and beautifully made books that will be cherished for years, plus the delights of real club membership including membership pin and the monthly club magazine. This service is free. You pay only for the books you purchase for your child.

#### The Famous Editorial Board of the Junior Guild Assures Best Book Selections

The able and experienced Editorial Board of the Junior Literary Guild, comprised of the most distinguished child authorities in America, makes the selections each month. The books are chosen from the lists of the leading publishers—bound in beautiful and durable bindings. Separate selections are made for boys and girls of various age groups.



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Angelo  
Patri



Helen  
Ferris



Mrs. Sidonie  
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#### Educational Authorities, Parent- Teacher Associations Endorse It

Many of America's leading educators and countless Parent-Teacher Associations have praised the Junior Literary Guild for its beneficial influence on the reading habits of children of all ages.

#### Make Your Child Happy with Good Books—Save Money, too!

Give your child the pleasure of belonging to this club and getting each month a brand new fascinating book that will provide many hours of reading entertainment. Membership assures you that your child will read only the best books—and you save 33 1/3% on the books you buy.

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Please send me—FREE, and without any obligation on my part—your new booklet that describes fully all details of membership in the Junior Literary Guild. Include a free sample copy of the club magazine, "Young Wings".

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Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Please give age of your boy or girl.

Boy \_\_\_\_\_ years.  Girl \_\_\_\_\_ years.

## HELPS FOR STUDY GROUPS

by Ada Hart Arlitt



### Parent Education Study Course: The Family and the Community

## • CHILDREN AND COMMUNITY RESPONSIBILITY

by GERTRUDE LAWS

(See page 8)

### I. Points to Bring Out

1. Children and adults alike should accept the simple social principle that a person who receives enjoyment from a social situation must also share the responsibility.
2. The desire to help is present in very young children but their so-called helpfulness so often causes more work for the family that often when they offer to take part in home activities, adults tell them to "run out and play." Such a response usually results in the child's losing the desire to do his share.
3. A second basic social principle is that any services which provide for the physical well-being and happiness of others can be done "without loss of dignity."

4. A child who accepts cheerfully and willingly his share in the routine activities which make for the family comfort and happiness has already learned to accept a share in community responsibility. The attitudes and activities that develop in that little community, the family, lay the basis for similar attitudes and performances in the larger communities—the city, the state, and the nation.

### II. Problems to Discuss

1. How may parents plan their work in such a fashion as to assure every child in the family a share in taking responsibility?
2. Make a plan for a day's activities in which four children—one, two years of age; one, six; one, nine; and one, sixteen—may each have a share.
3. How far should children's differences in personality be taken into account in selecting the home responsibilities which they should carry?
4. What part should the community play in providing opportunities for children to share in community responsibility and activities?

### Helps in Forming and Directing Study Groups

**S**elect a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is unsufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

## F I L M   F A C T S

by Edgar Dale

Opponents of Better Films Councils sponsored by the National Board of Review of Motion Pictures had their position strengthened and clarified with the resignation from that board of Dr. Louis I. Harris, former New York City Health Commissioner. In resigning Dr. Harris said:

"I have participated in many discussions in the course of which I frequently expressed the conviction that the national board has not done anything significant, dynamic, or progressive to give effect to its oft expressed ideals. During my association with it the board has failed to serve as the spokesman body for the American community to help in realizing the recreational, educational, and social possibilities of the motion picture."

"Also, in my opinion, as I have from time to time stated, it was of questionable propriety for the board to accept for its principal source of maintenance and support money paid to it by the motion picture industry for the review of pictures. How could the board, beholden as it has been to the industry for the money thus received, feel free and with good grace criticize the program, achievements, and activities of those in control of the motion picture industry?"

• • •  
Germany is financing an extensive educational film program through contributions from school children. Under the provisions of an act dated June, 1934, each child who is able to do so gives 80 pfennigs a year, equivalent to about 32 cents. The funds acquired in this way are used for the purchase of projectors and the production and distribution of educational films. To date, under this plan there are 8,200 projectors in use in the schools.

• • •  
West Africa is not to be left behind in the field of the motion picture in education. Achimota College, on the Gold Coast, has purchased equipment for the showing of movies and is acquiring films by purchase, loan, and gift. The college is also planning to make some of its own films. The annual report of the college says, however, that "the use of the cinema for teaching can never be met satisfactorily until the governments of British West Africa are able to subsidize a film library with subsidiary depots."

• • •  
A treaty allowing educational films to pass from one country to another without the payment of duty has been ratified by the following countries: the United Kingdom, India, Austria, Chile, Denmark, Egypt, Italy, Latvia, Monaco, Nicaragua, Norway, Roumania, and Switzerland.



### *Mom's wise now!*

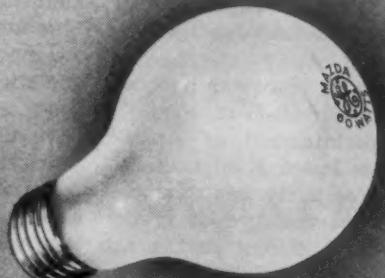
Mom used to tell me to bring home some 60-watt bulbs. Now she always says, "Be sure to get 60-watt Edison MAZDA lamps." She's wise now! She has learned that good lamps like these *Stay Brighter Longer* and don't waste electricity. So now when I go to the store for lamp bulbs, I always look for the trade-mark  on the end of each bulb.

LAMPS WITH THIS MARK *stay brighter longer*

only

**15¢**

15-25-40-60  
WATT SIZES



**EDISON MAZDA LAMPS**

**GENERAL  ELECTRIC**

**G-E DIME LAMPS . . .** The first real value in a ten cent lamp bulb. Manufactured by General Electric, these Dime lamps are made in 60, 30, 15, and  $7\frac{1}{2}$  watt sizes and are marked like this . . . . . GE



# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.  
Readers are invited to submit to this department accounts of rewarding projects and activities carried out by Congress units.

## CONGRESS OBJECTIVES

*The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:*

*To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.*

*To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.*

## JOINT HALLOWE'EN PROGRAM WELCOMED BY YOUNG PEOPLE

*Iowa*

THE Department of Recreation, the Board of Education, and the Sioux City Council of Parent-Teacher Associations joined forces last October in a Hallowe'en program for the children of Sioux City. In previous years the Department of Recreation had presented a movie program in each of the four junior high schools and two outlying grade schools. This plan was not altogether satisfactory since the children were out of the theater at nine o'clock and the usual amount of Hallowe'en damage occurred.

Last year a new plan was inaugurated under the direction of John E. Gronseth, Superintendent of Recreation, and Miss Helen Kamphoefner. A real Hallowe'en party was conducted at each of the twenty-four grade schools, and two different parties at each of the four junior high schools. The Department of Recreation planned the program and provided the leadership. The school furnished space and supervision; the parent-teacher associations provided refreshments and such things as washtubs, lamps, sheets, and other needed equipment. A suitable Hallowe'en story was prepared by the children's librarian at the public library. Leaders for the va-

rious parties, selected from a summer playground staff, were given a two-session institute where they participated in and conducted various activities scheduled for the party. The basement or gymnasium of each school building was thrown open for the party and six or more school-teachers assisted the leader with the program. Each child was urged to come in costume and a prize was awarded for the most novel. The activities included a grand march in parade costumes, and such games as circle tag, hand hold relay, come along, and grocery store.

The parties were highly successful and the amount of Hallowe'en damage was appreciably decreased throughout the entire city as a result of providing constructive amusement for the youngsters on Hallowe'en eve.—Adapted from RECREATION MAGAZINE.

## P.T.A. HOSPITAL

*Kansas*

The parent-teacher association of Tonganoxie, Kansas, thirty miles west of Kansas City, Kansas, on U.S. highway No. 40, has solved the problem of minor surgery and hospitalization for children in families which have suffered financial reverses. In that work the organization is a pioneer in Kansas.

Mrs. Charles E. Miller, recording secretary of the Kansas Congress of Parents and Teachers, guided the local organization in its solution of the problem affecting the health of at least 25 per cent of the town's school enrollment. It was in Mrs. Miller's term of office as president of the Tonganoxie parent-teacher association that the plan now being carried out was adopted.

Last March the parent-teacher association employed a nurse to examine school children each day to prevent the spread of scarlet fever. In her reports, the nurse pointed out that the fever had been stamped out, but that at least one-fourth of the children she had examined were suffering from infected or swollen tonsils and adenoids.

There is no hospital in Tonganoxie and surgical cases had to be taken to Kansas City, Leavenworth, or Lawrence. The cost was beyond the means of many of the Tonganoxie families. Successive drought years had been all but ruinous to many residents of that section who depend upon agricultural and dairy farming for their livelihood.

Members of the parent-teacher as-

sociation decided that the problem was one directly within their province and set out to do something about it.

As a committee, Mrs. Miller, Mrs. G. A. Emerson, new president of the parent-teacher association, and Mrs. Fred Angel, Health chairman, solicited the aid of Miss Irene Penn, Leavenworth County Red Cross nurse, and with her assistance interested three physicians and surgeons in the county.

One of the older Tonganoxie houses was leased for two months and furnished with operating equipment and beds. Ice and electric fans were used for air conditioning. Three nurses were employed to assist the doctors.

The first week the hospital was opened, nineteen operations were performed there. A general anesthetic was administered in each case. All operating is done in the morning and those to be operated on spend the night before in the hospital.

When the hospital was opened there were sixty children registered for tonsil and adenoid operations. All of those operations will have been performed within the next thirty days.

Members of the parent-teacher association sponsoring the hospital do not want it to be known as a charity enterprise. A fee of \$12 is paid for every operation. In some cases parents of children are permitted to work out the \$12 fee. The housekeeper at the hospital, for instance, is doing that work to pay for tonsil operations on her two small children. Another mother is doing the hospital laundry to pay for removal of her little daughter's tonsils.

A few adults will be accepted at the hospital, it was said, but their fees will come through relief agencies.

Tonganoxie is proud of its parent-teacher association and its citizens believe that the temporary enterprise may result in the establishment of a permanent hospital there.—KANSAS CITY STAR.

## EMPLOYMENT BUREAU RUN

BY P.T.A.

*New Jersey*

The need for a local chairman of Juvenile Protection has been hard to sell in this vicinity and the work has been discouraging and of necessity of a pioneer nature. The following story, passed on by a local chairman who realized there was need for her job, illustrates the point:

In a residential section of a certain

town a group of young people ranging in age from twelve to eighteen gathered together in the evenings. Being young and full of energy, the ordinary games soon paled and they began to look around for more adventurous activities. The gang spirit began to prevail and soon property was being destroyed and neighbors annoyed.

There was a small, unoccupied cottage near the gang's meeting place which they decided would make a fine club room. They proceeded to break the glass in the door and turn the key from the inside. After a time the parties became wilder and the cottage was being used for purposes not quite so innocent. The owner of the building (a woman without children of her own) decided to catch the culprits red-handed. She and her husband waited several nights inside the building and finally caught and identified many of the young people. Without consulting the parents of these children, the matter was turned over to the police and a charge of "breaking and entering" was preferred against them. When the parents heard of the affair they were so angry at the way in which the matter had been handled that there was no possible agreement between them and the owner of the building.

This is where the Juvenile Protection chairman proved her value. By trying tactfully to convince the complainant that all of the young people were fundamentally fine and only suffering from a lack of direction for their energies, she was able to have the serious charge against them withdrawn.

Having been shown the need for organized activity for these boys and girls, the owner of the building has donated a tennis court and is considering other forms of recreation for them in the near future.

Another local unit in this county started several years ago to find caretakers for children, so that mothers might attend the parent-teacher meetings. Today this P. T. A. is operating a full-fledged employment bureau and has helped countless men and women, as well as young people, to permanent positions.—MRS. LESTER R. DAMON, *Publicity Chairman, Morris County Council of Parents and Teachers, 331 Rockaway Avenue, Boonton, New Jersey.*

#### NUTRITION PROJECT

##### Washington

The Toledo Parent-Teacher Association, a unit of the Lewis County Council, is young in years and experience, but it has been making some experiments in the field of nutrition. A survey was made throughout the grade school last year, resulting in a milk drinking campaign. Small cool-

# "Banana Milk Shake?

*You bet  
I like it!*



**So easy to make  
even a child  
can do it**

*Slice or break 1 fully ripe banana (yellow skin flecked with brown) into medium mesh wire strainer. Press thru strainer with spoon. Add 1 cup cold milk and shake in a drink mixer or fruit jar. Serve cold. Makes one large glassful—and is it good! Try it today.*

*A happy combination  
of flavor and goodness*

IT'S A DRINK that "has everything"—minerals, vitamins, all the virtues of ripe bananas and milk together. Plenty of good solid nourishment, and a rich mellow flavor that children adore—it makes them drink their milk like little angels! And so digestible, even a baby can take it. In fact, mashed ripe bananas were one of the first solid foods fed the famous Dionne quintuplets.

So let your children have Banana Milk Shake—they like it, it's good for them, and easy for you.

**Send for FREE BOOKLET . . .**

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*Home Economics Department, Pier 3, North River, New York City*

N.P.T. 10-36

Please send me free, "Bananas—a Food Children Need," a 24-page booklet containing authentic information about bananas, and especially prepared recipes for children of all ages.

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## YOUR CHILD'S SCHOOL WORK CAN BE MADE EASIER . . . HAPPIER!



If your child is four or five years old, give him "Kindergarten at Home," and know that he will have interesting and constructive activity that has been planned by experts. Or, if he is over five, the "Royal Road to Learning" will help develop his interest in reading, writing, and arithmetic. Calvert School knows by many years of experience that school work is easier for children who have had these inexpensive beginners' courses.

There is a Calvert School home study course for every grade from kindergarten to high school. Thousands of parents all over the world are giving their children an enriched education with the help of this famous school. Costs are low. Send coupon for booklet. Without obligation, Calvert School offers you advisory service on educational problems.

### CALVERT SCHOOL

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Please send me full information about  
"THE SCHOOL THAT COMES TO YOU."

Name \_\_\_\_\_ Child's Age \_\_\_\_\_  
PLEASE PRINT

Address \_\_\_\_\_

ers made of orange boxes were placed outside a window of each room. The children were encouraged to place their milk in these coolers in order that it might be more appetizing at the lunch hour. A further incentive, which worked wonders, was the purchase of straws by the P. T. A. for use in drinking the milk. The campaign was very worth while as it was found that most of the children of the community had the milk available, but needed an impetus to use it in sufficient quantity. It was a gratifying sight to go into a room at lunch hour and see almost every child, if not every one, with his jar of milk.

Since the majority of the pupils in the school ride long distances on buses, leaving home at an early morning hour, a worthy effort was made, in conjunction with the milk project, to furnish hot soup to all children who desired it.

The grade school building was old and crowded and very inconvenient. There was no room in which to serve the soup, no stove, no dishes, no equipment of any kind. But, "where there is a will, there is a way." Through untiring efforts on the part of some of the leaders in the association and the splendid cooperation of various members, both parents and teachers, hot soup was served to all who wished it, for a period of five weeks.

## END MONEY WORRIES This Quick Easy Way!

### Just Show New Christmas Cards

Your friends, neighbors, relatives, organizations will be eager to order these new, modern, distinctive Christmas Cards. 175 designs such as they never saw before. Beauty so great they seem impossible. Box assortments. Religious cards. Gift wrappings. Every day cards. Imprinting of names on wanted cards. The most complete greeting-card line in America. Biggest profits. Fastest sellers. No previous experience necessary. No cash deposit required. Saleable boxes sent on approval, postpaid. Rush name today.

THISTLE GREETINGS  
Dept. 28-K Cincinnati, Ohio

**EXTRA BONUS**  
Checks mailed at Christmas time of regular cash profits. Just like getting a big Christmas savings check.

**Procedure:** Soup was made in the home of a cook who was hired by the P. T. A. The school bus called at home of cook and drove said cook and the soup, which was placed in a borrowed ten-gallon milk can, to the school building. Dishes and spoons, furnished by the children, were placed by an assistant on a small table in the hall on the lower floor, and the can of soup placed on an apple box beside the table. The children were served as they filed past the table. In one school, on account of the inconvenient arrangement of the building, the soup had to be carried to the classroom in a kettle and served there by the teacher. Cook and assistant then carried can of soup and box foundation upstairs where upper grades were served. Hot water for dishwashing was carried from the boiler room by two boys.

Working under difficulties? No one knows it so well as they who tried it. But a fine spirit of determination and good-will made the experiment a success and leaders have had the courage to try it again this year. The children are now housed in a better building. There is still no equipment for cooking a hot lunch, but there is a place from which to serve, and the children are all on one floor. There is a long way to go before the hot lunch will be an established fact, but the foundation is laid, and we have hopes. Much will depend upon the courage and vision of future leaders and the continued cooperation of the patrons of the school.—MRS. T. O. EVANSON, President, in the Washington Parent-Teacher.

## PROMOTING HOMEMAKING Illinois

To promote homemaking in the Illinois Congress of Parents and Teachers, a series of meetings was held last year to give local chairmen an opportunity (1) to bring problems to the attention of the state chairman, and (2) to receive inspiration and suggestions for future use in promoting homemaking in their group. The plan included study classes, outstanding speakers on homemaking subjects, exhibits of household arts and handicraft, and exchange of ideas through discussion.

A meeting was held each month in Chicago at one of the leading hotels. The plan for each meeting was designed to give as great a variety of material as possible, in order that every chairman who attended might find something to fit her group and help the work in her own local unit.

The first hour was given to discussion of local chairmen's problems, outlining the state and National plan of work for homemaking and thrift, and suggestions for promoting their ac-

tivities. In these morning forums, the second period was used for study and discussion of the home. The basis for the discussions was the current article of the study course outlined in the NATIONAL PARENT-TEACHER MAGAZINE, "The Progressive Home." It was suggested that these articles be clipped and pasted into a scrapbook. Each article is the basis of the subject for the month. Additional clippings of articles from other sources were added, making a complete book outline with definite material for the use of study classes. This is being done extensively and many interesting books have been made.

The idea of the study class was to show these chairmen how they could lead a similar class in their own schools. It is not always possible to find expert leaders, and it was found necessary to train lay leaders from among our own rank and file.

The third period gave help to those looking for suggestions for formal meetings. Speakers were brought to the group from every available agency.

In conjunction with each meeting the local chairmen were given copies of free literature which had been obtained from the United States Office of Education and the State Education Department. Chairmen were urged to follow instructions outlined in the state bulletin—a brief bibliography of available material to be had for a postage stamp.

At each meeting, members were asked to enter an exhibit. There is a great advantage in using an exhibit in connection with a good homemaking program. People love to show their handicraft and to view handicraft to get ideas. The exhibit is a great means for the exchange of ideas and for a fine visual education. It spurs women on to see what others have done with little money and very little time.

An exhibit of books pertaining to homemaking, scrapbooks of clippings, hobbies, and flower shows which can be held in September, May, or June, make a rather complete outline for exhibits.

Registration was taken at each meeting, and a record of attendance kept which will give the state chairmen information as to the interest of groups and knowledge of where promotional work is needed. The attendance averaged 200 to 300 each month, with members coming from all over the state. Visitors from out of town often registered, saying that they could not resist coming to a parent-teacher meeting when they saw it listed in the papers.—MRS. HERBERT H. SIDDALL, Chairman of Homemaking and Thrift, Illinois Congress of Parents and Teachers, 2307 West 111th Place, Chicago.

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**B**on Ami gets a bathtub clean just about as quickly as a small boy gets it dirty. There's simply nothing like it! Cleans in an instant—and polishes at the same time. Yet this odorless, white powder is so fine it doesn't scratch the surface, or leave a gritty residue behind to collect in and clog up drains. Try Bon Ami, you'll like the quick, thorough way this "polishing cleanser" works . . . and you'll like the way it leaves your hands—so smooth and white!

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This odorless powder is made especially to clean toilets. Sani-Flush actually purifies the hidden trap that no other method can reach. Germs and odors are killed. Cannot injure plumbing. *Sani-Flush is also effective for cleaning automobile radiators (directions on can).* Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



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## CONGRESS COMMENTS

MRS. A. H. REEVE, International Relations chairman, represented the National Congress at the Parent-Teacher Institute at the University of Georgia, July 15 to 17.

Frances Hays, Education Secretary, conducted the Tenth Annual Parent-Teacher Conference at Yale University, July 27 to 31.

Mrs. J. K. Pettengill, First Vice-President, spent two days at the Parent-Teacher Institute at Yale University and a day at the Conference at Massachusetts State College in July.

Mrs. Percy F. Powell, Nebraska Congress president, is one of a committee of thirteen of the states' civic leaders named to promote the Thomas A. Edison Living Memorial Campaign in Nebraska. The purpose of the campaign is to provide scholarships "to bring unusual youth and unusual opportunity together for achievement in science and inventions which will benefit mankind."

Mrs. L. W. Hughes, Tennessee Congress president, and Dr. William H. Bristow, General Secretary of the National Congress, attended the Tennessee Superintendents Conference at Camp Clements, Sparta, Tennessee, August 24 to 28. Mrs. Hughes and Alice Sowers, Parent Education Specialist, conducted parent-teacher two-day institutes at seven state-owned teacher training institutions in Tennessee, June 18 to July 7. A total of 967 persons registered for the seven institutes.

Auxiliary field workers will represent

the National Congress in the following states this fall:

Mrs. John E. Hayes—Washington, Utah, and Montana.

Mrs. Walter H. Buhlig—Michigan.

Mrs. H. W. Whitten—Indiana.

Mrs. E. G. Quamme—Iowa, Kansas.

Mrs. C. H. Turner—Arizona, California, North Carolina.

Mrs. C. C. McDonald—Louisiana and Arkansas.

Mrs. Byron F. Field conducted a Parent-Teacher Institute at the University of Vermont in July.

Dr. Ada Hart Arlitt, Parent Education chairman, represented the Congress at the parent education conference at Colorado State College, Fort Collins, in July.

Miss Marian Telford, National Safety chairman, was in Nebraska in July at the invitation of the state safety council and the office of the state superintendent to assist in formulating a course on safety for high schools in Nebraska.

Dr. William McKinley Robinson, chairman of the Committee on Rural Service, was in charge of the program of the section on "Parent-Teacher Cooperation in the Rural Community" at the National Rural Forum, under the auspices of the American Country Life Association, at Western State Teachers College, Kalamazoo, Michigan, August 10 to 13.

The American Red Cross Annual Roll Call will be November 11 to 26.

## BULLETIN BOARD

### State Congress Conventions in October, 1936

|               |                                       |
|---------------|---------------------------------------|
| Connecticut   | at Hartford, October 1-2              |
| Florida       | at Jacksonville, October 7-8          |
| Maine         | at Lewiston, October 9-10             |
| Massachusetts | at Springfield, October 14-16         |
| Minnesota     | at Winona, October 20-23              |
| Missouri      | at Springfield, October 6-8           |
| Nebraska      | at Norfolk, October 7-9               |
| New Mexico    | at Albuquerque, October 22-23         |
| North Dakota  | at Jamestown, October 8-10            |
| Ohio          | at Toledo, October 21-24              |
| Oklahoma      | at Tulsa, October 12-13               |
| Pennsylvania  | at Harrisburg, October 13-15          |
| South Dakota  | at Sioux Falls, October 22-24         |
| Vermont       | at Manchester, September 30-October 3 |
| Virginia      | at Bristol, October 22-23             |
| Wyoming       | at Laramie, October 15                |

October 4-10—National Fire Prevention Week

October 5-9—National Safety Congress and Exposition,

Atlantic City

October 11-16—Annual Meeting of the American Dietetic Association, Boston

October 20-23—Annual Meeting of the American Public Health Association, New Orleans

October 21—First Parent-Teacher Radio Forum Broadcast

## THE PARENT-TEACHER PROGRAM, 1936-37

A PARENT-TEACHER association lives or dies by its program. The program quickens interest in solving home and school problems, or it deadens thoughtful initiative.

A Program committee has an important function in every parent-teacher association. It either builds programs or adapts ready-made programs to local needs and interests. It gathers program ideas from many sources.

It has been our experience in the past that many thousands of local units have used the magazine program because of its universal interest and because our own Congress officers and chairmen have contributed to it.

Some explanation should be made, however, about the potential use of the programs on Character Growth—a Home and School Responsibility, prepared by a committee, appointed by the National President and composed of vice-presidents of the National Congress, which were begun in the September issue:

1. The general monthly topic may be taken and developed according to the judgment of the local Program committee.

2. The sub-topics in each program may be assigned to leaders best suited to discuss them and not necessarily to those specified in the program.

3. The number of sub-topics to be discussed should be determined by the amount of time available at the meeting.

4. The sub-topics chosen should be the ones of greatest interest to the members.

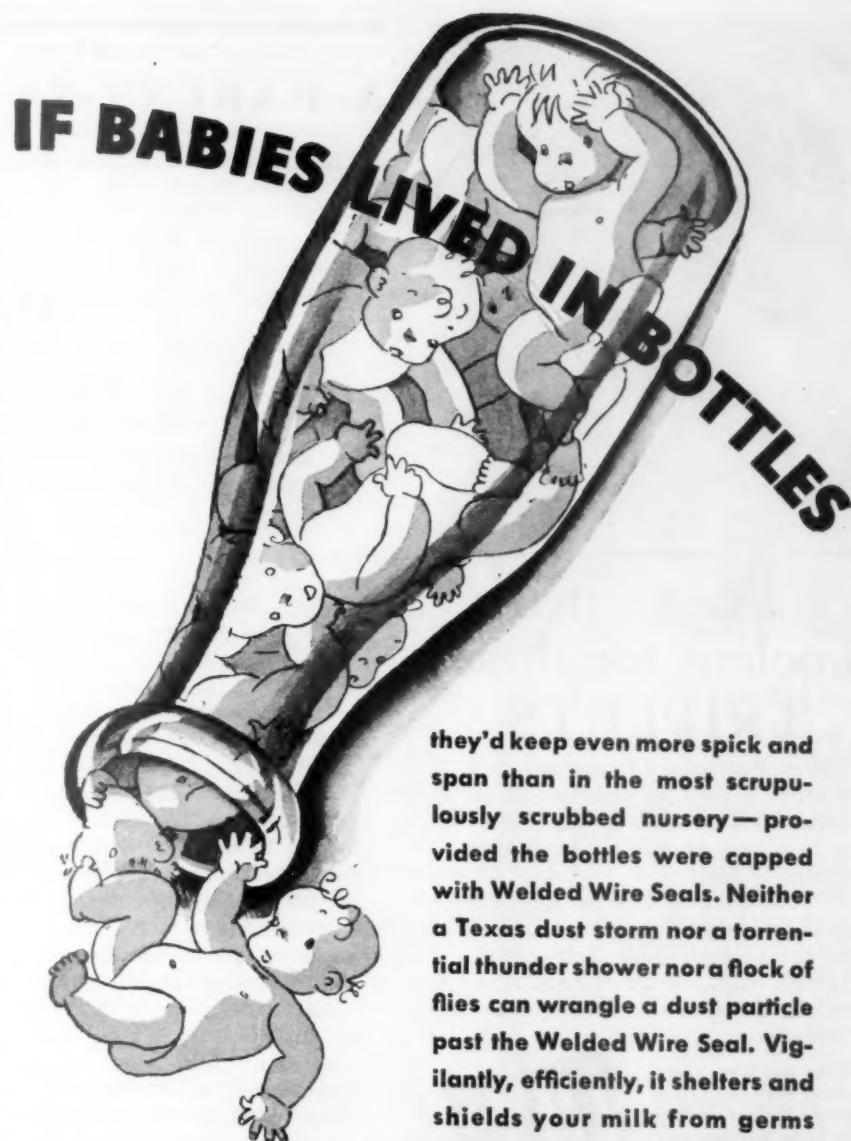
5. Each program is a complete outline without the use of references. References are suggested to aid those looking for further information on the subject.

6. An article by a distinguished authority appears in each issue to supplement the program material, to be used and quoted by those responsible for presenting the program, if required.

7. The program, plus the references and the supplementary article, can be used by parent education study groups interested in character growth, as well as in a parent-teacher meeting.

8. The programs are merely suggestive. Though they may be carried out in exactly the form presented, they are also capable of being stretched or shrunk to fit many needs: (1) in the wording of sub-topics, (2) in the number and type of leaders, (3) in time requirements, and (4) in the amount of study to be given to the topics.

MARTHA SPRAGUE MASON, *Editor*



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SEAL**

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## A PARENT-TEACHER PROGRAM

### II.

## Honesty

*Is honesty the best policy?  
Is it a natural or an acquired trait?*

Honesty is a quality which yields manifold satisfactions, and is developed through the practice of fairness, justice, integrity, and tolerance.

Outlined by Minnie L. Shaffer

*He who is faithful with a trifle is also faithful with a large trust, and he who is dishonest with a trifle is also dishonest with a large trust.—LUKE 16:10. (Moffat's Translation)*

In considering the responsibility of developing in children the attributes of good character, it is essential that we recognize the child as a growing, vital individuality in constant interaction with his environment and that this interaction is influencing and molding his attitudes and conduct. We must think of him as an integral part of the social order in which he is living, now, and later as an adult.

The challenge to parents and teachers is, first, to establish right attitudes and encourage good habits in the early years of the child's life so that he may derive the fullest satisfactions from life; second, to provide environment and opportunity which will "give to each child his utmost chance to achieve the best possible development of his own character."

In the report of a national survey of social trends presented in 1932 we read: "Studies in personality development, the emergence of behavior and emotional patterns, critical situations in the life of the child, socialization of the child, and similar questions are engaging the attention of sociologists, psychologists, psychiatrists, and social workers, particularly those engaged in child guidance clinics and child caring work." If the welfare of the child is of such importance to professional social workers as the above quotation indicates, how vastly more it should concern parents and teachers.

Honesty is one of the most important character traits and is developed through honest practices. The ideal of honesty must be inculcated in the child in his early years. It does not come by chance.

Example of the satisfaction derived from the practice of honesty: Abraham Lincoln is perhaps the most widely known advocate and example of genuine honesty. Presentation of the high points of the life of Lincoln will show the value of the cultivation of fairness, honesty, justice, integrity, tolerance, and courage in meeting situations which confront the individual throughout his entire life.

#### Questions for discussion:

- a. What do we mean by honesty?
- b. Is it possible to inculcate the practice of honesty through example and experience?
- c. How can parents and teachers help the child to meet the competition of those who cheat?

- d. How does "getting by" with dishonesty influence the trends in social relationships?
- e. How can home and school cooperate in solving problems involving dishonesty in promoting a genuine sense of honor among children and youths?

#### Points to develop:

Discuss the full meaning and scope of honesty; the value of a code of conduct in the formation of character; the attitudes of adults in the home; the ethics of conduct of public officials, and those in positions of trust; the influence of a genuine sense of honesty on the present crime situation.

#### Methods of presentation:

**Speaker-forum:** This consists of the presentation of the subject by a speaker qualified by experience and knowledge of the subject, followed by a period of questions and discussion by members of the association. The

speaker or program chairman may direct the discussion. A brief summary of the forum should be presented at the close of the discussion. This may serve to direct the association in later carrying out an activity or project.

Panel discussion: This consists of several persons (number depending upon previous plan and scope of presenting the topic) grouped about a

### PROGRAM FOR THE GRADE SCHOOL P. T. A.

The program for a grade school parent-teacher association may be based on questions for discussion *a*, *b*, and *e*. A psychologist, a teacher (public school or school of religious education), a probation officer, a social worker, and a representative of a character building agency may be asked to speak on the questions and lead the subsequent discussion. Valuable ideas for activities or projects will no doubt result from such a pro-

gram. A few suggested projects are listed herewith:

1. Start a community-parents conference with emphasis on encouraging fair play and justice in community activities of children.
2. Carry on a continuing campaign for honesty and fair dealing in all matters affecting the welfare of children and youth.
3. Seek out all community influences which encourage dishonesty.

### PROGRAM FOR THE HIGH SCHOOL P. T. A.

The program for junior and senior high school parent-teacher associations may be developed on questions for discussion *c*, *d*, and *e*. These are questions of particular significance to boys and girls of junior and senior high school age levels.

A panel discussion on these phases of the subject offers a splendid opportunity for participation of parent, teacher, student, business man, doctor, lawyer, and civic leader.

A summary of the discussion will suggest activities or projects which the association can sponsor in the interests of the teen-age boys and girls in the community. A few suggested projects are listed herewith:

1. Conduct a youth conference to evaluate motion pictures and other forms of amusement in the

community as to their effects on character, with accent on the quality of honesty.

2. Survey the community for dishonesty influences.
3. Dramatize from the standpoint of honesty the practice of appropriating "souvenirs." In the cast: Students (boys and girls), Scout leader, Y.M.C.A. leader, father, teacher.
4. Sponsor project or cooperate with established agencies for the protection and welfare of the unemployed youth in the community, from the standpoint of fair play and justice.

Committees of the association having allied interests can join in organizing and promoting activities and projects along these lines.

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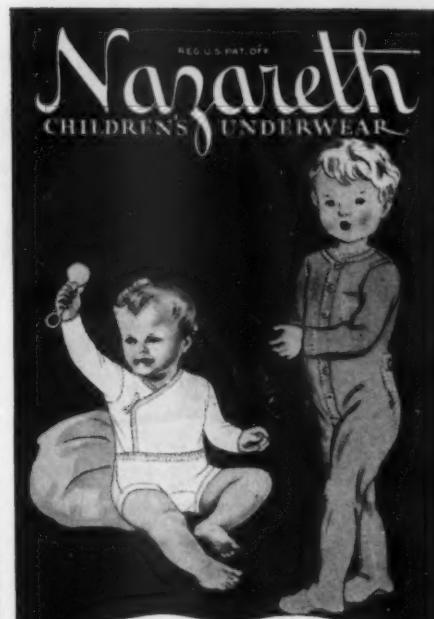
*Courtesy Works Both Ways*, by Eleanor B. Stock. March, 1936.

*Keeping a True Perspective*, by Frank Howard Richardson. April, 1936.

*In Our Neighborhood*, by Alice Sowers. August and November, 1936.

#### Next Program: Friendliness

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# BOOKSHELF

by WINNIFRED KING RUGG

**M**ANY of the papers that were given at the annual conference of the Progressive Education Association held in Chicago last February, in cooperation with the Chicago Association for Child Study and Parent Education, have been published in a volume called *GROWTH AND DEVELOPMENT: THE BASIS FOR EDUCATIONAL PROGRAMS* (New York: Progressive Education Association. To members of the Association, \$2.25; to non-members, \$2.50). In the introduction, Willard W. Beatty refers to the plan of the conference, which was built around the central theme which supplies the title of the book. Scores of speakers developed different phases of this theme. Among the forty-eight papers included in the book are some that deal with family life; character forming; physical, emotional, and intellectual development at different age levels; curricular problems; the arts; movies; and two papers on personality development by Ruth Andrus.

The book is good for those who are receptive to new ideas, quite the opposite for those who are not.

his mental and social adjustment.

## HOW TO TELL STORIES

A revised edition of Marie Shadlock's classic work, *THE ART OF THE STORY-TELLER* (New York: D. Appleton-Century. \$2.25), has been prepared by Mary Gould Davis, who directs story-telling at the New York Public Library. Miss Shadlock was a great story-teller and in her book she made clear the difficulties that beset the way of parents, librarians, and teachers in satisfying their young listeners, explained the artifices and the technic of catching and holding attention, and showed what was good story-telling material and what was not. Miss Davis has added to the book a new, up-to-date list of stories.



## STORIES FOR HALLOWE'EN

Hallowe'en always brings a demand for good stories to tell on that occasion. Wilhemina Harper in *GHOSTS AND GOBLINS* (New York: Dutton. \$2) has collected about thirty "spooky" stories from many parts of the world. They will interest children of varying ages between eight and twelve, and those for the younger groups are so marked. Miss Harper is librarian of the Redwood City Public Library, in California.

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## MORE FROM THE WHITE HOUSE CONFERENCE

Reverberations of the White House Conference on Child Health and Protection continue to come in the form of publications of committee surveys. *THE YOUNG CHILD IN THE HOME* presents a study of the conditions surrounding young children in representative American homes, made by the Committee on the Infant and Pre-School Child, under the chairmanship of John E. Anderson (New York: D. Appleton-Century. \$3). Three thousand homes were observed. Topics range from the physical and cultural conditions of the homes, to the use that parents make of opportunities for education in their job of parenthood. An examination was also made of a comparatively small number of negro homes. The conclusions show that standards of care of young children are higher than the committee had expected to find them, but that there is still great need for more widely spread and thorough parent education. The physical care of the child is at present better provided for than

## FOR BOYS AND GIRLS

Two generations ago it would have been hard to find—except for a handful of treasures like *Alice in Wonderland*—any books for children that did not have as their chief objective the information or the reformation of their young readers. We know well the reaction that set in later and the rapidity with which books "that children will like" have poured from the presses. It is interesting to see that among this season's offerings for boys and girls there are many that, in a fashion quite different from that of fifty or sixty years ago, are again aiming at instruction and character development under the guise of enter-



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tainment. The difference is that the guise—or disguise—is now more complete.

For example, there are some books about the Indians which are well-written and interesting, but motivated by a desire to inculcate tolerance and understanding, or to convey historical information about those Americans of old stock. *INDIANA TODAY*, by Mario and Mabel Seacheri (New York: Harcourt, Brace. \$2), is illustrated by a large number of full-page photographs. This, too, is a story about Indian children, but in its course it takes its readers to several pueblo towns and to the hogans of the Navajos, shows the people in their daily living, and emphasizes the contributions that the Indians are making to arts and crafts at the present time. The Indians of Gertrude Robinson's *SACHIM BIRD* (New York: Dutton. \$2) belong to an earlier period, 1605, when Captain Waymouth (we usually spell it with an *e*) sailed the *Archangel* from the English port of Gravesend to Casco Bay and the coast of Maine. The author has made a very careful study of the historic and geographic background and has introduced much Indian lore and, in particular, a great deal about the speech of the Abnaki and Narragansett Indians, all the time telling of the adventures of the English lad Vespacian Robin and the Indian youth Squando, son of the Kennebec chieftain. The book is for thoughtful boys and girls of eleven or twelve. Its scholarship is evident and its style, of a high order.

Another book that teaches tolerance without hinting at such a thing is *JEROME ANTHONY*, by Eva Knox Evans (New York: Putnam's. \$2). Mrs. Evans has a gift for writing about colored children as if they were ordinary human beings, and not merely amusing specimens of a distinct race, color, and psychology. This time she has related the experience of a little boy, Jerome Anthony, who came from the country to visit his aunt in the city in a well-to-do colored family household. It is a worthy successor to *Araminta*. The jolly drawings are by Erick Berry. For eight-year-olds.

• • •

Books about Spain are having an

added interest because of current events. *THREE GOLDEN ORANGES*, a collection of Spanish folk tales collected by Ralph Steele Boggs and Mary Gould Davis, and illustrated by Emma Brock (New York: Longmans, Green. \$2), contains much of the color and individuality of that country. The stories were told to the collectors by the people themselves, and the illustrations are from sketches made on the spot.

The Spanish people in the New World furnish the subject of Nina Otero's *OLD SPAIN IN OUR SOUTHWEST* (New York: Harcourt, Brace. \$2). This book, which is for readers of high school age, tells of life about fifty years ago in a Spanish hacienda near Santa Fe, relates stories that the author has heard from old people, and reviews some of the history of New Mexico. The book, though lacking in continuity, shows the author's great familiarity with her subject and her love for it, and contains much information about the customs and manners in a portion of this country.

• • •

Useful for supplementary reading in classes that are studying the life of primitive man is a tale of the Lake Dwellers of Switzerland, *JADE BRINGS LUCK*, by Marion Gilbert, with illustrations of anthropological values by Clara Hart Van Lennep (New York: Longmans, Green. \$1.50). The characters are the inhabitants of a tiny village of seven huts built on piles in a Swiss lake, and the incidents of the narrative show how the people of those prehistoric times made shelter, warmth, and some measure of safety for themselves, and gradually developed workable tools. The story interest is well sustained.

• • •

More fanciful but still with some foundation of historical research is a delightful tale by Katherine Gibson with drawings by Vera Bock, *THE OAK TREE HOUSE* (New York: Longmans, Green. \$1.50). This is a story of an elderly couple who lived in the time of the boy king, Edward VI of England. Taxes were high and the Goodman lost his little farm but built



Emma Brock did the illustrations which appear in the Bookshelf this month. They are from *Three Golden Oranges*

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## A COMPLETE INDEX of the 1935-36 volume of the NATIONAL

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a house for himself and his wife, Mustard the dog, and Madame Pepper the cat, high up in a giant oak that stood on an island of turf in the middle of the King's highway. It is a gay and rollicking little story for second-graders, an impossible but convincing and admirably executed piece of work, in both text and pictures.

• • •

From scenes so remote in time or place, children whose interest runs more to things of their own time may turn with pleasure to present-day New York as described in THE KEYS TO THE CITY, by Lavinia Davis (New York: Scribner's, \$2). I doubt if most parents would accord young folks between ten and fourteen as much liberty on city streets and docks as the youngsters in this story enjoyed, but for narrative purpose the freedom is a good device for taking the reader into unusual places and letting him see that in the great American metropolis there are wonderful sights to be seen for only a bus fare or a bit of walking. The artist, Nora Benjamin, has included an interesting map.

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Adults who remember the 90's will smile, and maybe feel a twinge of homesickness, if they read CHILDREN OF THE NINETIES, by Anna Rose Wright and Richard Jones (New York: Grosset & Dunlap, \$1). In spite of a very few anachronisms this story of the Jenks family and their neighbors in the days of the Spanish War, Lord Fauntleroy suits, bicycles built for two, and a queer new invention called the horseless carriage, is full of authentic atmosphere. It will amuse young people to read about those remote times. They will ask, "Were things really like that when you were a child, Mother?" and at the same time enjoy the somewhat Victorian plot. The entire make-up of the book is attractive.

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HARD ALEE!, by Nora Benjamin (New York: Random House, \$2), is reading for pure fun, not for instruction or edification. To a landlubber the parents of the Carey children seem rash in allowing their brood of three and another boy to go on a prolonged sailing cruise without having first found out whether the young man who accompanied them was capable and responsible. He was neither, and the children, ranging in age from sixteen to ten, sailed the ketch alone from Martha's Vineyard to Portland, Maine. Their experiences and their lively ways make good reading.

## Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company, a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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